A NATIONAL STUDY OF THE RELATION OF RHETORIC-COMPOSITION TO OTHER ENGLISH STUDIES' DISCIPLINES AND THE ENGLISH DEPARTMENT IN HIGHER EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF PHILOSOPHY

BY

CARIE PEARSON KING

DR. MICHAEL DONNELLY—ADVISOR

BALL STATE UNIVERSITY

MUNCIE, IN

MAY 2017

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BALL STATE UNIVERSITY
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DEDICATION

To Dan, Ellie, and Milo. Thank you for all your support, encouragement, and sacrifice. This is as much your accomplishment as it is mine. I love you.

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DISSERTATION/THESIS/RESEARCH PAPER/CREATIVE PROJECT: A National Study of the Relation of Rhetoric-Composition to Other English Studies' Disciplines and The English Department in Higher Education

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ABSTRACT

This dissertation presents a detailed look at English Departments and English Studies at various institutions of Higher Education across the U.S. and situates Rhetoric-Composition in these contexts. The project centered on three research questions: 1. What are the various structures of English Departments in U.S. Higher Education, and what English Studies' disciplines are housed inside and outside these structures? 2. Do these current structures suggest trends and/or areas of reform in U.S. English Departments of Higher Education? 3. What can Rhetoric-Composition as a discipline and Writing Programs often housed in English Departments learn from these current trends? To answer these questions a sequential multi-modal project was designed that began with a website analysis of a national sampling of 283 English departments in U.S. institutions of Higher Education. Subsequently, a survey was sent to the department chairs of the same sampling. The results showed a continued complexity and uncertainty as to what should exist and who decides what exists within the walls of an English department. The data shows a need to address the complexity and variation of English departments in relation to university types; the need for awareness that the role Rhetoric-Composition scholars can vary greatly which requires a knowledge of the complexity of English Studies and English department dynamics for Rhetoric-Composition scholars; and the continued specialization in English Studies as well as writing studies will further fracture the field of Rhetoric-Composition and requires future scholars in Rhetoric-Composition to appreciate a situated narrative within English Studies and not just departments/institutions.

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Chapter One: Introduction

> …are we not now mature enough as a profession, and "hep" enough as historians, to frame our own future history, not for the benefit of English departments, but for the welfare of the young and the benefit of United States education? I believe that we are, and I care about where English departments came from only because I care very deeply indeed about where they are going.
>
> --William Riley Parker, “Where Do English Departments Come From?,” 1967

I joined my first English Department in the fall of 1994. I was a freshman theatre major taking expository writing. I had chosen my small, Midwest liberal arts college for its location and strong theatre department, not my future as an English Educator. I had met an admissions officer at a college fair who invited me to see a production of “Joseph and the Amazing Technicolor Dreamcoat” on campus. I visited one school, and chose that school. This was well before websites, online videos, and student and faculty testimonies online. I went where I was invited.

Today I would have been defined as a basic writer, the first in my family to attend college and from a high school that realized the odds of my attending college were slim. I had not walked the path of college preparatory classes or Advanced Placement. I had no training in “inventing the University” (Bartholomae), but Dr. McCarron, my expository instructor, saw something in me as a writer and thinker. He challenged me to tell my story, to question the world around me, and he sparked a desire in me to do the same for others. When I changed my major, I did not weigh the English Department’s offerings, professors, or politics. I simply signed a piece of paper and shifted my

classes. I was a welcomed member of a new community, not realizing the scope and history or future of that association.

It wasn't until I transferred to the University of Georgia that I realized the distinctions between English Departments went well beyond faculty specialization, number of majors, and course offerings. While completing a B.A. in English, I was welcomed by the entire department. When I began my M.Ed. at the same institution, I quickly realized that my role had shifted. I was no longer fully part of the English Department but this odd fraction: part English, part Education; I became an English department step-child. The English Department, housed a half mile from the Education Department, welcomed me for my assigned classes and to large events, but I was not a member of the immediate family. I was no longer English. I was English Education.

Since then I have taught in many English Departments at varying intuitions (high school, private not-for-profit four-year college, and community college). As my discipline focus has shifted over the past twenty years to one of Rhetoric-Composition, I have maintained a membership in the English Department but still one on the outside of the mainstream, or shall I say in the basement (Miller). The English Department, an institutional unit of structure, is often defined by her members metaphorically as a family struggling for a unified identity. It is portrayed by many as a unit of dysfunction, schizophrenia (Kearns), and indecision, a place to disassociate or jockey for position (Crowley; Ede; Fish; Hairston; Mailloux; Miller; Ohmann; Scholes; Tremmel and Boz). The center of this problem is not the department unit but the broader understanding of English Studies. Unlike many higher education disciplines like Chemistry, History, and

Psychology, what can be defined as “English” is not as clear or even defined by clear curriculum.

In 1967 William Riley Parker posed the question, “Where Do English Departments Come From?” I began this discussion with a short epigraph from his work showing his desire to understand the history of English departments because of his care and interest in the future of the department. Today, forty-nine years later, his observations still ring true. He poses a short narrative of family dysfunction as his answer to where English departments come from. He recognized that:

> the teaching of English, as a constituent of college or university education, is only about 100 years old, and departments of English are younger still. Let me underline this by defining "English." A recent dictionary will tell you, not to your great surprise, that it can mean "English language, literature, or composition when a subject of study." It may surprise you, however, to know that you will not find this definition or anything like it in the 1925 Webster's unabridged dictionary or in the thirteen-volume Oxford English Dictionary. Its absence from these is significant. Its absence from the new Random House dictionary is shocking. (339)

Parker reminds his readers that the term English in relation to English Studies can lead to potential confusion since **“**English Studies—or serious scholarship or criticism devoted to English language or literature—are much older than any teaching of English. English Studies dates from Tudor times, and are a fruit of the English Renaissance and Reformation” (340).

It is not surprising, then, that forty-eight years after Parker's observations, English as a discipline is still not listed in the Oxford English Dictionary or Random House, but English Studies has developed as an encompassing term (though not recognized in dictionaries but holding its own Wikipedia page). Yet, many still question the role of English Studies. At the 2015 Conference of College Composition and Communication where I shared my work at the Research Network Forum, one prominent scholar in Rhetoric-Composition asked me, "Why are you studying the English Department? They are dying." Another chuckled at my distinction of English Departments from English Studies and added, "English Studies is just a myth." Both of these disciplinary colleagues are currently working in independent writing programs: "writing programs or departments that are institutionally separated from literary studies and English departments" (Crow and O'Neil 1). There is confusion and uncertainty in the world of English Studies, including in the field of Rhetoric-Composition, as to its role and even existence. It is, thus, not surprising that what constitutes an English Department, and the studies held within and without, is also a point of contention among scholars of English Studies.

The National Writing Program Census was launched in 2013 "to provide a data-based landscape of writing instruction at two- and four-year public and not-for-profit institutions of higher education in the United States" ("NCW"). To date, the study has collected 925 responses from 734 four-year colleges and universities. The researchers suggest that prior survey studies have focused on the minute details of programs; in contrast, "this is the first comprehensive study of its kind, including first-year writing, basic writing, writing centers, writing across the curriculum, writing and rhetoric majors

and graduate programs, and writing leadership positions" ("NCW"). Encompassing both two-year and four-year institutions they argue that "by triangulating survey data with content analysis of institutional websites and catalogs, the WPA Census will help educators and administrators across the country to better understand the variety of ways in which writing instruction is delivered in the twenty-first century" (NCW"). The study is comprehensive with data collected on pedagogical approaches to teaching composition, the faculty makeup of the programs and even location of the programs; however, this discussion of location is limited to the Writing Program and Composition Studies alone (and not the other disciplines of English Studies), and, much like Strickland suggested of early studies of writing, has a pedagogy focus.

The National Writing Census does provide an added insight to location--where writing is occurring in U.S. institutions of higher education. After a few moments spent browsing the data gathered from NWC, it becomes clear that not only are English departments relevant to our field of Rhetoric-Composition, but Rhetoric-Composition scholars would be negligent not to consider this context. The Census database includes data from 680 four-year institutions[1], 86% of which responded "yes" to having a writing program or department. When asked, "What is the institutional home of the writing program or department," 9% answered independent department, 13% independent program, 8% other academic department, 6% office of Chief Academic Officer, 8% other, and the majority, 56%: English Department. This relevance extends beyond the writing program. Of the 96% of respondents noting either an explicit or embedded first-year writing requirement, 42% are housed in a writing program (which may be located in

[1] I do not include the two-year institution data as it is not relevant to my study.

an English department). Of the 58% not housed in a writing program, 71% are situated in an English department. Though location of WAC programs are not as plentiful according to the study, of the institutions that noted a WAC program (53%), 71% confirmed that the tenure line for the director resides in the English department. Writing Centers, or learning centers with writing tutors, exist at 99% of the institutions surveyed. Thirty-nine percent of these are free-standing, but of the 61% that are not, 22% are housed in an English department.[2]

As Rhetoric-Composition scholars seek to rewrite our historical narrative in United States Higher Education, we must not forget that this narrative should not be situated on an island but framed within the context of English Studies. Many Rhetoric-Composition scholars work within English departments, and even those who are part of Independent programs, are often partnered with those in English Studies to create programming and in administrative roles need to work alongside other English Studies colleagues. In *A Teaching Subject: Composition Since 1966,* Joseph Harris argues "that we write not as isolated individuals but as members of communities whose beliefs, concerns, and practices both instigate and constrain, at least in part, the sorts of things we say. Our aims and intentions in writing are thus not merely personal, idiosyncratic, but reflective of the communities to which we belong" (98). To better understand historical narratives, current narratives and the future of Rhetoric-Composition, Writing Programs, and Writing Centers, we need a richer context, one that encompasses not just program narratives, local and national, but English Studies as a whole—the

[2] Data retrieved November 21, 2016. I have chosen to only use the four-year institution data as it is most relevant to my conversation and sample for the study.

community of which Rhetoric-Composition, historically, has been a member with varying locations, roles, and power.

The purpose of this study of U.S. Higher Education English Studies housed in English departments was developed to create a current picture of U.S. English Studies programs and English departments and to observe any trends in structures or reforms of English departments of Higher Education. The objective is to better situate the developing narratives of Rhetoric-Composition and Writing Programs. These rich narratives reflect local archival studies specific to institutions. In the current Higher Education climate, many institutions are undergoing University-wide program reviews. These reviews assess the local system, but many institutions are looking to other institutions for suggestions, models, and narratives. Yet, little has been written to help provide insight beyond the local narrative. This study will provide a context for the local narrative within the broader community of English Studies and the English department. This sequential mixed methods study includes first a website analysis of English departments and English Studies programs across the United States, and second, a survey sent to each of these departments/programs. The goal of this study is to answer the following questions:

Research Questions

1. What are the various structures of English Departments in U.S. Higher Education, and what English Studies' disciplines are housed inside and outside these structures?
2. Do these current structures suggest trends and/or areas of reform in U.S. English Departments of Higher Education?

3. What can Rhetoric-Composition as a discipline and Writing Programs often housed in English Departments learn from these current trends?

Definition of Key Terms

Throughout the discussion I will be using terms that are defined differently in varying contexts and institutions and can be seen as interchangeable by some. To prevent confusion, I would like to take time to distinguish the following:

- **English Studies**: A combination of disciplines relating to literacy and discourse including: linguistics and discourse analysis, rhetoric and composition, creative writing, literature and literary criticism, critical theory and cultural studies, and English education (McComiskey). This is a broader concept than a department.

The Following coded definitions are gathered from the National Center for Education Statistics' Classification of Instructional Program Codes. The codes, program title and definition, each fall under the umbrella of Series 23: English Language and Literature/Letters. The NCES defines this Series 23 as "[i]nstructional programs that focus on the structure and use of the English language and dialects, speech, writing, and various aspects of the literatures and cultures of the English-speaking peoples." The full listing in figure 1 provides a detailing of the NCES's breakdown of those programs that fall within this series. As my focus for this study is situating Rhetoric-Composition, I will provide the detailed definitions listed as belonging to this program series.

- **Writing, General (23.1301):** A program that focuses on writing for applied and liberal arts purposes. Includes instruction in writing and document design in multiple genres, modes, and media; writing technologies; research, evaluation,

and use of information; editing and publishing; theories and processes of composing; rhetorical theories, traditions, and analysis; communication across audiences, contexts, and cultures; and practical applications for professional, technical, organizational, academic, and public settings. Illustrative Examples: English Composition; Writing.

- **Creative Writing (23.1302):** A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts.
- **Professional, Technical, Business, and Scientific Writing (23.1303)**: A program that focuses on professional, technical, business, and scientific writing; and that prepares individuals for academic positions or for professional careers as writers, editors, researchers, and related careers in business, government, non-profits, and the professions. Includes instruction in theories of rhetoric, writing, and digital literacy; document design, production, and management; visual rhetoric and multimedia composition; documentation development; U.S. ability testing; web writing; and publishing in print and electronic media. Illustrative Examples: Biomedical Writing; Medical Writing; Professional, Technical, and Scientific Writing/Communication.
- **Rhetoric and Composition (23.1304):** A program that focuses on the humanistic and scientific study of rhetoric, composition, literacy, and language/linguistic theories and their practical and pedagogical applications. Includes instruction in historical and contemporary rhetoric/composition theories;

composition and criticism of written, visual, and mixed-media texts; analysis of literacy practices in cultural and cross-cultural contexts; and writing program administration. Illustrative Examples: Rhetoric and Writing; Rhetoric and Writing Studies; Rhetoric and Composition.

- **Rhetoric and Composition/Writing Studies (23.1399):** Other. Any instructional program in rhetoric and composition/writing studies not listed above.
- **English Department**: A defined organizational structure at an institution of higher education housing one or more discipline of English Studies.
    - **Major:** "A cohesive combination of courses including introductory, intermediate, and advanced coursework that designates a student's primary area of undergraduate study. Majors can be established or restructured to include required or optional tracks/concentrations" ("Academic Program Definitions" 1) and has a number of hours requirement.
    - **Minor:** "A designated sequence of courses in a discipline or area of undergraduate study. Like the major, it is expected to have coherence and increasing sophistication. A minor is typically 18-24 credit hours (or approximately half of the major) and is independent of the student's major. Minors are designated on University transcripts when the degree is awarded" ("Academic Program Definitions" 3).
    - **Concentration (Track or Emphasis)**:" A coordinated grouping of courses, typically one third of a major, representing a sub-specialization or emphasis within a major field available for students majoring in that

discipline. Track/Concentrations may be offered at the undergraduate, graduate, or professional level. Majors with track/concentration are designated on University transcripts when the degree is awarded" ("Academic Program Definitions" 1). Though I observed all terms used, I will use the term Concentration throughout the study.

- **Writing Program**
    - Writing Programs can vary in location and design. The Council of Writing Program Administrators, for example, offers membership to those who have "professional responsibilities for (or interests in) directing writing programs." The CWPA notes that members include those who are "directors of freshman composition, undergraduate writing, WAC/WID/CAC, and writing centers, as well as department chairs, division heads, deans, and so on." This encompassing membership reflects the variety that may be represented in a writing program.

Chapter Summaries

This dissertation presents a detailed look at English Studies and English Departments at various institutions across the U.S. and situates Rhetoric-Composition in these contexts. The discussion is as follows:

Chapter Two: Literature Review

The second chapter of this dissertation provides a brief history of Higher Education in the U.S. and the concept of disciplinarity which helps one understand the siloing and specialization that exists in Higher Education. Following this foundation is a brief history of English Studies, English Departments, Writing Programs, and the

discipline of Rhetoric-Composition. This discussion provides context and rationale for the study and discussion that follows.

Chapter Three: Methodology and Methods

The third chapter presents the methodology and methods utilized in this two phase sequential mixed methods study (Creswell 5). The first phase of the study is an analysis of 283 English Department websites utilizing content and rhetorical analysis. This phase of the study was used to inform the creation of a survey that was then sent via Qualtrics to department chairs or administrators of the same institutions. This chapter discusses, in detail, the creation of the sample and instruments used, gathering of data, and analysis of data in both phases of this study. The chapter ends with a discussion of the study's limitations.

Chapter Four: Results and Discussion

In Chapter Four the results of the study are discussed and framed by the research questions. The first question, *What are the various structures of English Departments in U.S. Higher Education, and what English Studies' disciplines are housed in and outside these structures?,* frames a description of the institutions and respondents participating in the sample and then a discussion of department location, names, and disciplines housed within. The second question, *Do these current structures suggest trends and/or areas of reform in U.S. English Departments of Higher Education?,* frames a discussion of observations and data gleaned from both phases of the study on the disciplines housed within "English" departments as well as respondent data concerning past and future changes and rationales for these changes. This

includes data and discussion concerning the complexity of the departments and a lack of consensus at what is housed within the walls of an English department.

Chapter Five: Conclusion

The concluding chapter of this study addresses the final question of the research: *What can Rhetoric-Composition as a discipline and Writing Programs often housed in English Departments learn from these current trends?* This discussion begins with a review of the study and a discussion of the current state of higher education. Situating the study in the current state of higher education provides evidence for the first implication: the need to address the complexity and variation of English departments in relation to university types--research institutions versus liberal arts institutions. The second implication of this study is the awareness that the role or location of those in writing programs, writing centers, or other Rhetoric-Composition specialties can vary greatly which requires a knowledge of the complexity of English Studies and English department dynamics. Finally, the continued specialization in English Studies as well as writing studies will further fracture the field of Rhetoric-Composition and requires future scholars in Rhetoric-Composition appreciate a situated narrative within English Studies and not just departments/institutions.

Chapter Two: Literature Review

Understanding the system which scholars work or train others to work within is key to understanding the current function, power relations, and how/why changes occur within the system. Yet, knowing the current system requires knowing the history and development of said system—in this case, the system of higher education in which the English department and Rhetoric-Composition as a discipline is situated. What follows is a brief literature review that presents first a truncated history of U.S. Higher Education, and a brief history of the English department in relation to English Studies and research of these relationships. Next I will present a brief history of composition studies as a foundation for a discussion of Writing Programs and current research on Writing Program narratives, discipline identity, and location. What will be evident is the lack of and need for research characterizing the broader English Studies and the structure of English departments.

A Brief History of Higher Education in America

To begin to understand the current system of Higher Education in The United States of America, one has to understand the history of a system that has been in place since 1636 and impacted by European educational structures. The early U.S. colleges and universities were modeled after Oxford and Cambridge. Harvard, which was established in 1636, “followed English college precedents as closely and faithfully as she could; and Harvard, in turn became the great prototype for all the later colleges of English America” (Brubacker and Rudy 3). The aim of the early U.S. institutions, such as Harvard, William and Mary, and Yale, was to educate ministers (Geiger 39).

In “The Ten Generations of American Higher Education,” Roger L. Geiger notes marked transitions in the history of U.S. Higher Education. As an educator, it is interesting to see this evolution of not only the U.S. system of education, but to see the social and political influences. These generational transitions provide a snapshot of change. The first is the Reform Generation of 1636-1740s. This first generation is followed by: (2) Colonial Colleges 1745-1775, (3) Republican Education 1776-1800, (4) The Passing of Republican Education 1800-1820, (5) The Classical, Denominational Colleges 1820s-1850s, (6) New Departures 1850s-1890, (7) Growth and Standardization 1890 to World War I, (8) Hierarchical Differential between the Wars, (9) The Academic Revolution 1945-1975, and (10) Regulation, Relevance, and the Steady State. Geiger concludes that “the institutional order, finally, has remained stable throughout generation 10. Despite recurrent financial pressures and demographic pressures looming in the next century, the immeasurable contribution of college and universities to American life should sustain them through the inevitable challenges ahead” (65-66). Though Geiger presents a picture of stability in 2005, few educators would see today, 2016, as a stable moment in U.S. Higher Education, which I will discuss in the conclusions of this study.

There have been many historical factors and events that have played a role in the transitions above. The role of religion and the shift of its influence is one factor. Religion played a major role in early institutions and a desire for institutions to minimize this influence created future change (Brubacher and Rudy; Geiger; Thelin). The United States Revolution provided for a more democratic society and educational system (Thelin 41-44). This democratic society paved way for the Morrill Acts of 1862 and 1890

creating Land-Grant Colleges which Brubacher and Rudy argue was not just institutional but cultural and “represented the American phase of this new emphasis on the role of science in human affairs” (62). Another major transition in U.S. Higher Education was The Servicemen's Readjustment Act of 1944, also known as the G.I. Bill, which opened the door to many who had not considered college an option prior (Thelin 262-268).

Higher Education in the United States, according to Astin, has three goals or aims: education, research, and public or community service, and Astin suggests that differing types of institutions “provide different priorities to these three purposes” (5). Astin argues, in *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*, that even though major institutions favor research and community colleges tend to favor public or community service, all colleges and universities in America are at the core educational institutions. Yet this shift in priority, this philosophy of purpose, is at the heart of the history of Higher Education and continues to impact institutions and the faculty and students within.

Disciplinarity

Another context necessary for an understanding of this study is the concept of disciplinarity. Teacher/scholars are not only situated in an educational system with many social and political roots, but in an understanding of how knowledge is defined and framed in areas of study within the system. In "Disciplinary Evolution and the Rise of the Transdiscipline,” Cohen and Lloyd define an academic discipline as **“**studies that focus on a self-imposed limited field of knowledge” (109). They argue that these areas are often framed in three primary ways: **“**the area of their investigations (which we call

context), their research methods, and their epistemologies (Schommer-Aikins, Duell, & Barker, 2003)," and they also note that disciplines are often contrasted using a system created by Biglan noting "hard vs. soft disciplines, pure vs. applied disciplines, life vs. non-life context" (Cohen and Lloyd 109-110). It is interesting to note Cohen and Lloyd's discussion of a "self-imposed" concept of disciplines in contrast to Michel Foucault's defining of discipline as a tool of power.

In *Discipline & Punish: The Birth of the Prison*, written in 1975, Foucault situates the origin of the academic discipline in 18th century France—the same social movement that inspired the modern prison and penal systems designed with control at the center utilizing disciplines as a means to "characterize, classify, specialize; distribute along a scale, around a norm, hierarchize individuals in relation to one another and, if necessary, disqualify and invalidate" (223). The discipline becomes a means to control movement and operations within the system as well as a means to control discourse and entry into this discourse.

In 1984 Janice Lauer wrote "Composition Studies: Dappled Discipline," asking not only "What are the predominant features of any discipline?" but to what extent did Composition Studies at the time meet characteristics of a discipline. She suggested that:

> At its deepest level, a discipline has a special set of phenomena to study, a characteristic mode or modes of inquiry, its own history of development, its theoretical ancestors and assumptions, its evolving body of knowledge, and its own epistemic courts by which knowledge gains that status. Its surface features include a particular departmental home, a characteristic ritual of academic

> preparation, and its own scholarly organizations and journals. Finally, permeating these features is a discipline's tone, the result of its evolution and the ways its scholars interact with one another and outsiders. We recognize a discipline not by each of these features taken singly but rather by their presence as a cluster. (20)

Lauer broadens the understanding of discipline beyond simply that which one teaches to where one is located, and with whom one interacts.

Considering higher education as a system and disciplines as silos within this system, it is easy to imagine the manner in which these silos can control the movement of not only students but scholars. It is Colon and Lloyd's desire to encourage scholars to choose to work across these silos and see disciplines as "self-imposed," giving scholars a choice to move in and around and build bridges between. Paul Prior, in *Writing/Disciplinarity: A Sociohistoric Account of Literate Activity in the Academy,* suggests that disciplinarity is "a deeply heterogeneous, laminated, and dialogic process" that begins when a scholar is a graduate student writing and processing the academic system that they are being enculturated within. Institutions of Higher Education in the U.S. seek to employ scholars to educate students. Most scholars have a defined discipline and students are seeking entry within one or more of these established disciplines such as Rhetoric-Composition. How these disciplines are defined and how one is trained to enter these walls, I will argue, is key to the future of the English department and Rhetoric-Composition as a discipline.

The History of English Studies and the Department of English

In “Where Do English Departments Come From?” Parker utilizes the metaphor of a family to present a history of the English Department, but his description goes beyond the modern and is rooted in the development (or lack thereof) of the disciplines of English Studies. Parker presents English as the child of her mother Oratory, the eldest daughter of rhetoric, and her father, Philology or linguistics. English, their child, becomes one of a broken home. He notes most of the modern dysfunction as "implications…. first to its academic origins, and then to the spirit of competition and aggressiveness engendered by departmentalization” (340). In the midst of this composition, Parker suggests that English “has never really defined itself as a discipline." He adds, it "seems to me that English departments have cared much less about liberal education and their own integrity than they have about their administrative power and prosperity” (348). He suggests that this history dates to the Tudor times and that it is not really known when the teaching of English began and by whom, noting that in 1883 almost no English teachers had been trained. The “typical professor…was a doctor of divinity who spoke and wrote the mother tongue grammatically, had a general ‘society knowledge’ of the literature, and had not specialized in this or any other academic subject. But graduate education was, as every-one now knows, vigorously launched” creating the specialized doctorate and teacher (346). Parker argues that “Thanks first to its academic origins, and then to the spirit of competition and aggressiveness engendered by departmentalization, ‘English’ has never really defined itself as a discipline” (348). Parker believed that the divorce of Oratory and Philology, and the desire of English to ignore both, were the root of the problem. His hope was that

one day the field of English could return to her historical roots recognizing both Oratory and Philology as key to English Studies.

This historical view of English Studies rather than simply the English Department as a unit, provides a foundation for Parker's fractured picture of the English Department lineage, one that has not changed much since his article—a department of disciplines fractured by specialization and a struggle for hierarchical power. As the English Department has developed, the department has framed not only the structure but also the faculty within. According to Richard Ohmann in *English in America: A Radical View of the Profession*:

> much of what goes on in and around English departments concerns the status rather than concrete well-being, or improvement of one's work, and makes sense only in view of the central place that the concept of a career has for the faculty and department with many department heads trying to defend professional claims that competence in teaching follows only from mastery of specialized bodies of knowledge (237).

He suggests that almost every aspect of departmental behavior is due partly or entirely to the natural wish to secure professional privilege and status "by convincing society and ourselves that we deserve it" (237-38).

Thus mastery of knowledge takes precedence over teaching, yet perception of faculty takes precedence over both. Consequently, it is not surprising to see fracturing within the English department as faculty jockey for better positions (promotion, tenure, administrative roles), seek significance of disciplines often ignored or undervalued, and request money to fund their own work/specialty.

Sharon Crowley elaborates on an emphasis of research over pedagogy in *Composition in the University: Historical and Polemical Essay.* She suggests that the modern U.S. university's emphasis on research rather than pedagogy which is rooted in a Germanic concept of the university system (54-55). She notes, "In Germany, Hart wrote, 'the professor is not a teacher, in the English sense of the term; he is a specialist. He is not responsible for the success of his hearers. He is responsible only for the quality of his instruction. His duty begins and ends with himself'" (qtd. in Crowley 55). Though it appears that value here is placed on instruction or pedagogy, the emphasis is quality of research. This focus of self-fuels the departmental assumptions that define the current U.S. University system. As Ohmann notes, "the departmental assumption does most of our educational planning for U.S., ensuring that new universities will be rather like old ones for both students and faculty" (211). This educational planning impacts the role of research and pedagogy, hiring of new faculty, and how future teacher-scholars are raised within this departmental structure. The focus on the individual faculty member and how she is observed in status "tugs hard on most of what faculty do in their work, shaping the plots we call careers, providing myths of prestige, determining the forms we teach by" (Ohmann 213). The departments, Ohmann suggests, "are at the center of our self-image, and of the value we set on our professional selves" (213). In the midst of this unit that controls funding and draws specialties together is the same desire to define variations and boundaries of power.

Thus, in *The Academic Revolution*, Jencks and Riesman note, "large numbers of Ph.D.'s now regard themselves almost as independent professionals like doctors or lawyers, responsible primarily to themselves and their colleagues rather than their

employers, and committed to advancement of knowledge rather than of any particular institution" or department vision. This has shifted the "locus of power" to the faculty members, yet the control of that power still rests in those who are at the top end of the hierarchal group: "If rank is not power, it is status" (Ohmann 215). This status can then provide the power necessary to control the system. Now, faculty are still a subordinate group to the university as a whole, but the power of the select few in charge within a department creates the environment that not only students are educated within but the environment in which hierarchal roles are perpetuated, where ties can be created or conflict can develop fractures in disciplines.

A brief survey of key moments in English history shows shifts in power and desire for disciplines to find autonomy in and outside of the department structure. For example, Susan Miller argues in *Textual Carnivals: The Politics of Composition* that the creation of the first Professor of English position at Harvard in 1876 for Francis Child subordinated the teaching of writing to literature. Child who began as the Boylston professor of rhetoric and oratory was offered a position at Johns Hopkins. Johns Hopkins was the first U.S. Institution designed in the German Scholarship model. In *The Origins of Compositions Studies in American Colleges from 1875-1925*, John C. Bereton emphasizes the fact that the German model did not include rhetoric or writing and those earning a PhD in English studies in Germany earned a doctorate in Philology. Writing was emphasized to students prior to entrance to the German University, thus "Germany, source of so much American scholarship, simply had no models for rhetoric or composition at the university level" (Bereton 6). The adoption of the German model meant the loss of a systemic model of and value for rhetoric and writing. To entice Child

to stay at Harvard, Eliot, the current President, created the Professor of English role, one Childs designed around literature (reflective of the position at Johns Hopkins) and not the recitation and reading of composition he did not enjoy.

The National Council of Teachers of English was created in 1911 providing a unifying umbrella for teachers of English in the United States. However, Robert Tremmel in *Teaching Writing Teachers of High School English & First-Year Composition* suggests that pedagogy and the teaching of English has always been subordinated to scholarship and research. In 1914 speech communication separated from English, and in many institutions took rhetoric study with it, and yet in 1947 the NCTE and the Speech Association of America held a joint meeting seeking to find discipline connections. This was two years prior to the first College Composition and Communication (CCC) meeting which reflected a desire for Rhetoric-Composition instructors to define their discipline in the context of English Studies (Dixon; Harris; Murphy) and provide a connection with Communication. In 1970, Writing Program Administrators saw a need for their own community, thus the formation of The National Council of WPAs' (L'Eplattenier and Mastrangelo xiii).

Though a few of these incidences mark opportunities for collaboration or strengthening of ties, as noted by Steven Mailloux in *Disciplinary Identities: Rhetorical Paths of English, Speech, and Composition,* they mark points of separation and the building of new disciplines in and out of the English Department. Though these disciplines often gather around the English department table, Bruce McComiskey in *English Studies: An Introduction to the Discipline(s)* (*Refiguring English Studies*) argues that this is merely a root of history and not a reflection of collaboration or ties by

discipline. Thus, one can see a glimpse of how specialization has played a role in the fracturing of disciplines in English Studies and the impact this has had in the English Department. Unlike most departments in the U.S. institution that have a clearly defined discipline (Biology, Physics, History, Music, etc.). English departments continue to question what falls under the department umbrella—who is part of the actual family? The members of the Department of English have continued to struggle for power and status which has prompted much conflict. This conflict (whether for funding, status, or discipline recognition) I argue is a root of many fractures in English Studies and English departments and the current state of writing studies.

The National Writing Census took into account these various disciplines within writing asking for various areas students could seek specialization if a writing major is offered. Those specializations noted: Creative Writing (176 institutions), Professional Writing (143 institutions), Rhetoric and Composition (78 institutions), Technical Writing (72 institutions), Journalism/Media (15 institutions), Digital/New Media (11 institutions), Other (4 institutions). These various areas of writing specialization offer a variety for student interests, but also require faculty with expertise in these areas. Those who responded not only that they had a writing major, but various forms of writing specialization, also confirmed that at the four-year colleges represented in the NWC, 79% of the writing majors are housed in an English Department.

The 2010 Classification of Instructional Programs (CIP) is an informative glance at the fracturing or specialization that has occurred in Rhetoric and Composition/Writing Studies. The purpose of the CIP, created by the U.S. Department of Education's National Center for Education Statistics (NCES) is a “taxonomic scheme that will

support the accurate tracking, assessment, and reporting of fields of study and program completions activity." The NCES has coded Rhetoric and Composition/Writing Studies under the series of English Language and Literature Letters (23) (see table 1).

23) English Language and Literature/Letters.
- 23.01) English Language and Literature, General.
  - 23.0.0101) English Language and Literature, General.
- 23.13) Rhetoric and Composition/Writing Studies.
  - 23.1202) Writing, General.
  - 23.1302) Creative Writing.
  - 23.1303) Professional, Technical, Business, and Scientific Writing.
  - 23.1304) Rhetoric and Composition.
  - 23.1399) Rhetoric and Composition/Writing Studies, Other.
- 23.14) Literature.
  - 23.1401) General Literature.
  - 23.1402) American Literature (United States).
  - 23.1403) American Literature (Canadian).
  - 23.1404) English Literature (British and Commonwealth)
  - 23.1405) Children's and Adolescent Literature
  - 23.1499) Literature, Other.
- 23.99) English Language and Literature/Letters, Other.

Figure 1: NCES Coding for English Language and Literature/Letters

In "Making the Case for Disciplinarity in Rhetoric, Composition, and Writing Studies: The Visibility Project," Phelps and Ackerman acknowledge the value of this recognition and note: "External validation matters; disciplinary status can't be willed from within, nor can it be solely written into existence" (182). They suggest the need for a "disciplinary identity" as it is "necessary for such work to be taken seriously within the meritocracies of higher education and to help sustain the working identities of practitioners, scholars, teachers, and administrators across the United States" (181). Yet, even in this validation and coding, an uncertainty as to the lines and fracture of writing studies exists.

As these fractures have occurred, disciplines have felt the need to define who they are in relation to the English department and English Studies to gain power of

identity. This shift, however, is not always a move away from the department identity. For example, “Getting an Invitation to the English Table--and Whether or Not to Accept it,” Rentz, Debs, and Melocon’s 2010 study traces the development of The Professional Writing Program at the University of Cincinnati and its movement from outside the English Department to a well-supported specialty in the English Department, a journey, they suggest was made “without sacrificing our commitment to prepare students for professional-level employment. We explore the grounds of intellectual compatibility between our field and English Studies and describe the conditions most conducive to professional writing's finding a respected place in English departments” (281). They note that “Despite the conspicuous absence of professional writing in most of English Studies’ self-representations, we believe that professional Writing Programs have never had a better opportunity to become fully vested in English departments” (Rentz et. al 282). Yet, many Professional Writing programs are not finding a welcome in English departments. Rentz, Debs and Melocon note that many are either independent or housed in Communication Departments.

Technical Writing is another developing discipline seeking to find its location at the English table. Dave Yeats and Isabelle Thompson attempted to define and situate this growing discipline in English Studies. Their study began with an analysis of websites seeking to assess the location of the technical programs. The researchers followed the website site analysis with an online survey sent to technical communication program coordinators which was published as “Mapping Technical and Professional Communication: A Summary of Locations for Programs.” They found that most technical communication programs are located in departments of English but few offer graduate

degrees in this discipline. Key to their conversation is the fact that most still do not claim that technical communications is a discipline in English Studies. This poses questions for scholars in composition who seek to balance the technical, professional and composition studies. In smaller schools the lines blur even further between these disciplines.

Bruce McComiskey in *English Studies: An Introduction to the Discipline(s) (Refiguring English Studies)* acknowledges "many universities have shifted to a business model emphasizing degrees and certificates, finances are driving changes in structure and programming, large scale assessments across campuses are preparing many universities for change. Departments are being asked to argue for their programs, their effectiveness and value to the entire university" (46). The English Department, McComiskey suggests, sits in a vulnerable position as a "fractured program of separate disciplines each trying to find their place." His resolution is one of reintegration. This path, he suggests, "must begin with a strong desire to join forces….Second, reintegration must be based on the pursuit of a common goal, the analysis, critique, and production of discourse in social context.…Third, reintegrated disciplines must create institutionally recognized bonds that are functional" (46-47). Yet, even in his discussion and the chapters for separate disciplines that follow, little is discussed about the current picture, the current structure. History is discussed, how English departments arrived to where they are now, and where they should go, but there is no picture of the current structures, hierarchies or even fully defining what is currently deemed part of English Studies. His discussion includes: "linguistics and discourse analysis, rhetoric and composition, creative writing, literature and literary criticism, critical theory and cultural

studies, and English education" (45). But, many see English Studies as even broader often including: TESOL/ESL, Communication Studies (journalism, film, media studies) and Writing Studies (Professional and Technical Writing).

McComiskey is not the only one to call for conversation between disciplines within English Studies. Robert Scholes in *The Rise and Fall of English* attributes the fall of English to both cultural shifts and changes within the field of English itself. He calls for a fundamental reorientation of the discipline—away from political or highly theoretical issues, away from a specific canon of texts, and toward a canon of methods to be used in the process of learning how to situate, compose, and read a text. This, for some, is an opportunity or a vision of interdisciplinary ties—Rhetoric-Composition as a method to study or hone other English Study disciplines.

In U.S. higher education, disciplines, departments, and programs vary by institution. Understanding the broader concepts, the history and the implications of this history on one's field of study is valuable in understanding the field of study itself. This is especially true in the discipline of Rhetoric-Composition which bridges two fields of study--composition and rhetoric. Rhetoric-Composition is unique in that it encompasses areas of study that can be separated, can have value placed on one over the other, and has a history of this occurring in U.S. higher education institutions. This separation has caused contention and power struggles since the creation of the English department.

History of Composition Studies, a Foundation for Writing Programs

A well-functioning system or department requires respect. This respect begins with an understanding of a discipline's role in the department, larger field of study and the university as a whole. A lack of respect is often the catalyst of fracture. This can be

evidenced at many points throughout the history of English Studies, but the clearest may be in the discussion of Rhetoric-Composition. In *Composition in the University: Historical and Polemical Essays,* Sharon Crowley argues that the introductory composition course is a requirement of almost all universities and was invented in the late nineteenth century (4).

Composition Studies can be traced to the 1872 negotiations of Charles William Eliot, then president of Harvard with James Francis Child who held the Boylston Chair of Rhetoric. Child had the status and power that came with hierarchal control to request a shift in his role from teaching both literature and composition, to only literature. His desire to no longer read student themes set a precedence that has been perpetuated as many professors following his lead have chosen to place the role of reading student themes below that of research (Miller 130). Parker notes “there was a considerable and venerable tradition of serious scholarship and criticism on English language and literature long before there was any continuous teaching of these subjects” (341). This foundation within the department, an emphasis on scholarship within the system has become the impetus for faculty status, development and hiring. In “Rhetoric for the Meritocracy” Wallace Douglas goes so far as to suggest that what Eliot created at the new Harvard in the 1870s was programming to prepare men to work within the industrialized society. Ohmann argues that the modern English department grew “fat” in this situation primarily because it met the need to teach composition as a managerial skill. Literary studies were shaped by the need for English scholars to justify themselves as professionals by making “contributions to knowledge,” in competition with other specialized departments (Ohmann ix). Thus, composition became known as a service

course and has fought to define herself as a discipline rooted in pedagogy, but also driven in rhetorical theory. As Ohmann notes, the department brought in funding as a result, funding that could be used for research, but as noted, most rhetoric and composition scholars were too busy teaching or administrating to take advantage of these funds.

During the nineteenth century the course was taught at Harvard and elsewhere by English faculty. However, in the early years of the twentieth century, the work of teaching the course fell onto the shoulders of probationary faculty, primarily because full-time faculty realized there was no professional future in teaching a course that produced no research. Graduate students began teaching the course during the 1940s as universities came to be increasingly defined as aggregates of specialized disciplines in which research was the primary pursuit. Their numbers began to be supplemented by part-time teachers during the 1950s and 1960s, when colleges and universities were so overwhelmed by postwar enrollments (Crowley 4).

Now, it is easy to see the fracture throughout the disciplines of English Studies as negative. Who wants to be a part of the dysfunctional family described by Parker—a community of scholars jockeying for power? Many disciplines in English Studies have worked to better themselves in the midst of this fracture and strengthen their standing in the department. With this strengthened standing many have found opportunities to separate and create their own department. Creative Writing programs are a prime example. Other programs, such as writing and linguistics, have struggled to find equal ground and often lack power within many departments. This is in part why many Writing Programs have chosen to move outside the English Department, to stand on their

own—independent often in finance and power. Lisa Ede's *Situating Composition Studies and the Politics of Location* addresses the current status of composition studies not only in the department but also within the academy. She suggests that the "disciplinary anxiety over the academy's acceptance" (Ede 33) (and I argue the English department's, as well) has led to a fracture between theory and daily practice. This fracture is the catalyst that can cause a separation between various disciplines within English Studies including the separation of rhetoric from composition.

History of Writing Programs

Writing Programs, often the assumed location of composition studies and thus Writing Program Administrators, find themselves in a space unique to other disciplines in English Studies. In the preface to *Historical Studies of Writing Program Administration*, Edward M. White notes that the "modern concept of the WPA—with wide-ranging responsibilities for writing assessment, the writing curriculum, course staffing and standards, writing across the curriculum, and in some cases literacy standards for graduates—is barely three generations old" (xii). Edward J. Corbett dates the first United States WPA at 1946, and The National Council of WPAs was formed in 1970, followed shortly after by the creation of the journal *WPA: Writing Program Administration* (xiii). However, L'Eplattenier and Mastrangelo argue that WPAs existed long before they were defined. Most programs required administrative duties assigned to one within the department, often in addition to teaching duties. WPAs, "regardless of their time period, have struggled with professional identity and job descriptions, fighting a number of battles: writing administrator vs. the department, writing administrator vs.

the university, writing administrator vs. university administration" (L'Eplattenier and Mastrangelo xviii).

Donna Strickland suggests that the history of "composition studies—for example, Albert Kitzhaber's classical dissertation, James Berlin's two volumes on writing instruction in the nineteenth and twentieth centuries, and Robert Conner's study of composition-rhetoric—have focused primarily on developments in writing pedagogy" (4-5). Kitzhaber's dissertation, *Rhetoric in American colleges, 1850-1900,* written in 1954 (published in 1990) discusses trends in Higher Education from 1850-1900, the field of English, Rhetorics and Rhetoricians, and provides an analysis and discussion of popular textbooks of the time including how the definition of rhetoric was being reduced to written composition. James Berlin's, *Writing Instruction in Nineteenth-Century American Colleges: Studies in Writing & Rhetoric*, published in 1984, is an examination of nineteenth century rhetoric focusing on the work of George Campbell, Hugh Blair, and Richard Whately and their influences on rhetorical thought and pedagogy and U.S. imitators. Berlin discusses the work of Fred Newton Scott and his work and impact on college writing instruction with implications and discussion of objective rhetorics, subjective rhetorics, and transactional rhetorics, which are distinguished by the epistemology on which each is based. Robert Conner's *Composition-rhetoric: Backgrounds, theory, and pedagogy,* published in 1997, argued that the "current-traditional paradigm" was a misnomer of the time. He chose instead the label: "composition-rhetoric." He also provided a history of composition and its pedagogy providing a strong foundation for U.S. composition-rhetoric noting the beginning of a new rhetorical tradition in the mid-nineteenth century. He suggested that the current

practices of teachers, current-traditional tendencies, had as much to do with the load and expectations of those instructing writing as the texts they were asked to use.

This focus on pedagogy prevented many narratives and programs of writing from being presented, let alone presented in relation to the narratives of composition study or English Studies. Gunner suggests in “Ideology, Theory, and the Genre of Writing Programs” that “In studies of the institutionalization of composition—in the works of Susan Miller (1991), Robert Conner (1997), and Sharon Crowley (1998), for example—Writing Programs typically appear as the conventionalized structure that is the eventual institutional context for what we take to be the historical foundation of the field, the required freshman course” (7). Yet, Gunner argues that a Writing Program is more than simply a place of composition:

> If Writing Programs are meaningful social structures and sites of meaning making—if they are more than a value-free housing of the first-year course—then they are ideological identities, and the Writing Program theorist is necessarily engaged in ideological work. Indeed, the daily business of Writing Programs seems preeminently ideological: in their everyday practices and policies, they embody, enact, and reproduce a set of beliefs that take discursive and material form at sites of cultural power. They are economic units charged with cultural work…the program need not be simply the backdrop for composition work nor be confined by and to program courses and administration practices. The Writing Program is a space in which the material and the ideological meet, where theory can find its ground. (8-17)

Thus, I return to Parker's notion that to better prepare for the future, scholars of English Studies must understand the past and the reasons for fracture, the reasons for shifts in power and struggle for disciplinarity value. In "Directing First-Year Writing: the New Limits of Authority," published in 2012, Rose, Mastrangelo and Eplattenier seek to test the findings of Olson and Moxley's 1989 study presented in "Directing Freshman Composition: The Limits of Authority." Olsen and Moxley surveyed 250 WPAs in authority over first-year composition programs. They received 143 responses. Rose et al. note, "Although Olson and Moxley defined power in the duties of a Writing Program director and concluded that composition directors were relatively powerless, respondents to our survey suggest that our understanding of the situated and strategic negotiation of WPA agency has become more nuanced, accounting for the agency of others with whom we work as well as our own" (63). They suggest that the role of the WPA is one of middle-management, seeking to understand a role not only in relation to a department but also a university. This, unlike what Olson and Moxley suggest, is not a powerless role, but one that is collaborative and inter-relational. They argue that the WPA position has become more situated, negotiated, and nuanced:

> Our discipline's understanding of power, especially as it relates to Writing Program administration, and how it functions has shifted dramatically in the last quarter of a century due to feminist, Foucauldian, and post-Foucauldian theory, as well as our own maturing as a discipline. The power of Writing Program directors, whether they are first-year program directors or other program directors, continues to be a topic of interest to composition studies scholars because power itself is so fluid and complicated. (63)

Ultimately, Rose et al. suggest, “A WPA’s activities create cultural capital that determines his or her role within the institution” (45). Yet, often these programs are studied outside of this context. Current narratives look to tell local narratives in the context of local systems but not in the context of a national, systemic picture.

L'Eplattenier and Mastrangelo in their text *Historical Studies of Writing Program Administration: Individuals, Communities and the Formation of a Discipline* not only argue the need for archival research as a means of creating valuable local Writing Program narratives, but they also compile many in an attempt to better understand the Writing Program as a discipline. The narratives, local in nature, present programs in and out of the English Department structure. These narratives *“*remind us of the larger political issues at stake, not just the administration of programs, but also in writing of such histories” (xviii). They also reference the 1993 assessment by Corbett in which he argued: “I suspect that in the 1920’s, 1930’s and the first half of the 1940’s the composition program was such a relatively small operation in our colleges and universities that […] some factotum [sic] in the department could run the programs out of his or her back pocket” (“A History of Writing Program Administration” 63) (xix-xx). This perception, I assume, may have prompted much conflict between those in the WPA position. L'Eplattenier and Mastrangelo suggest that it is the blind acceptance of Corbett’s assessment that has prevented many stories from being researched and told, perpetuating this narrative (xix-xx).

Donna Strickland argues in *Managerial Unconscious in The History of Composition* that “the managerial has been an integral part of the development of the field, so that the history of this function is also a history of the development of

composition studies" (4). Whether defined or not, business and administration (managerial skills) have played a role in composition. In the text she explores the "discursive managerial unconscious" in the historical context of the field, the idea of managerial which she refers to as "a source of much controversy," and then focuses on the argument that "a history taking the managerial imperative as a framework is long overdue" (4). She suggests that those tasked with the role of management (much like Rose et al. suggest) have not been empowered with time or influence to record these narratives. She argues that the history of composition studies has been a narrative focused mainly on the history of composition pedagogy, thus the managerial has been ignored. Strickland presents the known narratives, the often told romantic tale of composition—"rescuing composition from its degraded and marginal status by repositioning the composition class as a unique site of democratic politics and pedagogical commitment"—which is told alongside the tragic marginalization that prompts this needed rescue (5-6). What she proposes is a new narrative: "one that breaks out of the romantic version of composition and goes against the tendency to read the efforts of composition specialists as necessarily heroic" (6). Adding managerial, a term often noted as an insult in the field, Strickland suggests breaks the dichotomies: "teaching/research, marginal/central, and production/consumption" which have defined the discourse of composition studies. She discusses the distinction between management and administration and the perceptions of these terms in and outside the field, concluding that the "field of composition…does not need to defend itself against the 'managerial' epithet. Rather, those in the field need indeed to act as 'managerial intellectuals,' but managerial intellectuals of a particular kind" (16). I argue that this

managerial role that WPAs often find themselves holding can become a role of power or weakness depending on the role of the local narrative and its relationship to the English Department, the university, and the system as a whole.

It is difficult to discuss the narratives of WPs and WPAs and not consider the location of programs in relation to the English Department. Tom Hemmeter, in “Writing Programs as Phenomenological Communities,” suggests “In working to define more precisely the identity of Writing Programs, the WPAs struggle with the complexities of operating within institutions that challenge meaningful community life and within a field whose multiplicity obscures conceptual unity” (29). Hemmeter argues that a phenomenological community, one situated in the context of an ever changing social experience:

> will work, for example, in institutional worlds shared with faculty and administrators who pressure us to structure the teaching of writing in ways that violate our understanding of effective learning experiences. These people are part of our Writing Program community, their ideas in a dialectic with ours. (38)

It is this institutional world that needs defined. Historical and many current narratives, once again, focus on composition studies, the Writing Program, but not the context in which these disciplines exist. As noted by Hemmeter, these institutional worlds create social pressure that impacts the Writing Programs. Understanding the context and various structures of English Studies and English Departments can help a WPA better understand this influence.

Tim Peeples reiterates this need for situated understanding and offers one means to visualize the structure in “Program Administrators as/and Postmodern

Planners: Frameworks for Making Tomorrow's Writing Space." Peeples suggests that to simply look at planning for a Writing Program in a "spatial plan, modernist one, and manager" role leads one to "fail to acknowledge the organizational and cultural contexts within which we find ourselves positioned" (119). His argument hinges on the fact that Writing Programs exist in spaces in which "organizational locations/subjectivities are dynamic, fragmented, and multiple; and, consequently, our most significant questions and issues stem from these conditions of positionality (119). He proposes a postmodern approach due to this lack of stability and predictability in structure. He acknowledges that "[a] great number of academic institutions—with their rigid departmental and divisional hierarchies, their divided managerial/administrative and instructional/faculty cultures, and their continued insistence that 'authority' be located in and by organizational position—could be poster children for bureaucracy, the modern of modern" (Peeples 119). A postmodern organization, he suggests, blends the features of premodern, modern, and postmodern. These features include "blurred boundaries of work, unstable and large labor forces, uncertain locus of authority, and objectives that are hard to quantify. Most WPAs would relate at least one of these postmodern organizational features to their own work/positions" (119). This postmodern mapping offers a means to define the structure of a department and program at the local level in relation to the other disciplines and structures, and yet this is not always easy as each local program, for various reasons, blurs these features.

Katherine Gotschalk in "Who Are you as Administrator?" sheds light on these blurred features and argues that "often Writing Programs, like parking lots, are situated on the fringes of the university' (23). This simple shift in location can create a Writing

Program that sees “itself as marginalized, and that carries out its activities in a marginalized way” but more importantly “will have trouble with long-term survival; it will in fact have trouble doing its job well at any point” (23). Thus, a Writing Program “that occupies an adversarial or ‘janitorial’ position is unlikely to succeed” (32). Gottschalk affirms the need for collaboration beyond the Writing Program noting that: “Writing Programs must work collaboratively with faculty and administration, helping them explore and benefit from their beliefs, their enthusiasm” (Gottschalk 32). Yet, these positions vary from institution to institution and often are even at a greater contrast from the small school to the larger. How then can WPAs, often transitory in work, better understand the features and variations of these structures beyond the local context?

In “WPA Work at the Small College or University: Re-Imagining Power and Making the Small School Visible,” Thomas Amorose suggests that the small school composition scene has been “eclipsed” in what has “become known as the ‘period of professionalization’ of our field” (91). He claims that this eclipse has not only harmed the small school WPA but also the larger institution: “Initial studies find that campus environment–more than professional standards, graduate preparation, or other such external factors—determines to a surprising degree the effectiveness and content of Writing Programs….while programs differ dramatically from institution to institution, they are each designed to address primarily the local needs of the institution, the department, and the student body (Amorose 92). He suggests that authority and influence are just as important tools as WPA power, but this influence and authority, I suggest, can be strengthened with the knowledge of not simply various WP narratives from various sized institutions but in the context of English Studies and in contrast to

various structures of English Departments from multiple institutions. This multi-institutional knowledge coincides with Jeanne Gunner's discussion in "Professional Advancement of the WPA: Rhetoric and Politics in Tenure and Promotion." She notes that the "WPA in the majority of English departments nationwide is not likely to be working among disciplinary colleagues; that is, the WPA is still, in most cases, the lone expert in rhetoric-composition in the department" (315). This is more likely in the smaller institution, but she adds "working conditions vary greatly from institution to institution; few norms exist for the position beyond heavy workloads and institutional politics" (316).

To better understand these shared norms (or lack thereof), The Writing Program Administrative Census was launched in March, 2013 at Swarthmore and has, at this time, collected 925 responses from 734 four-year colleges and universities. The goal has been to create a "data-based map of the landscape of writing instruction at two- and four-year not-for-profit institutions of higher education in the United States" ("WPA Census"). The researchers suggest that prior survey studies have focused on the minute details of programs; in contrast, "this is the first comprehensive study of its kind, including first-year writing, basic writing, writing centers, writing across the curriculum, writing and rhetoric majors and graduate programs, and writing leadership position" ("WPA Census"). Encompassing both two-year and four-year institutions:

> The Census is utilizing survey data and along with content analysis of earlier national surveys have focused on smaller pieces of Writing Programs, making it difficult to see patterns and trends in program design. By triangulating survey data with content analysis of institutional websites and catalogs, the WPA Census will help educators and administrators across the country to better

> understand the variety of ways in which writing instruction is delivered in the twenty-first century. (“WPA Census”)

The study is comprehensive with data collected on pedagogical approaches to teaching composition, the faculty makeup of the programs, and even location of the programs; however, this discussion of location is limited to the Writing Program and Composition Studies alone and not the other disciplines of English Studies, and, much like Strickland suggested of early studies of writing, has a pedagogy focus.

As Rhetoric-Composition scholars seek to create and understand their own histories, local and national, it is imperative to acknowledge this context within English Studies. In “Redefining Composition, Managing Change, and the Role of the WPA” Geoffrey Chase argues that “Meeting the expectations and demands of faculty and instructors within the Writing Program, colleagues, in the department, colleagues from other departments, department chairs, other university administrators, students, and parents, and serving as a mediator between these many stakeholders are both critical and stressful” (243). And yet scholars continue to seek ways to manage, to thrive in the midst of this conflict. Thus it is critical for Rhetoric-Composition scholars to not merely know their location in the university or in a department but in relation to other disciplines of English Studies in and out of the English Department. This is critical whether the program is independent or not.

Independent writing programs are “writing programs or departments that are institutionally separated from literary studies and English departments” (Crow and O’Neil 1). Barry Maid in “Working Outside of English” suggests that it is key whether a Writing Program is “independent” or not to understand the “reporting lines” or to whom

the WPA reports. This may vary and often may not be clear. Maid emphasizes that these independent programs can be FYC, basic writing units, writing centers, or WAC units (39). No matter the form of independent program, it is necessary to understand the status of the program (and administrator), how this status is perceived by the faculty, where the funding stems from, the control that the independent program has on curriculum, and ultimately the impact of these details. The difficulty is that with the program being outside the English department, the details of these will vary in institutions and may cause conflict between departments or confusion in authority/lack of authority. Ultimately, the independent program director will still have ties, current or future, back to the English department. Crow and O'Neil in their text *A Field of Dreams: Independent Writing Programs and the Future of Composition Studies,* argue that "any 'divorce' requires a certain attentiveness, rhetorical savvy, counseling, and models for 'how to' avoid simply shacking up with another 'oppressor'....it's a matter of family systems, of local situation, of the institutional system in which one attempts to shift" (3). Aronson and Hanson, however, do suggest that independent writing programs can have institutional power that is usually unavailable to writing programs embedded within other departments. A writing department's budget requests, staffing needs, and curricular plans must, at least structurally, be treated the same as those of other departments. Furthermore, the WPA can become a department chair, on equal footing with the chairs of English, accounting, and psychology" (60).

Family ties, to that of English Studies and to the English Department, are tricky. Though many in the family of English Studies want all to be equal at the table, the historical narrative shows conflict resulting in many fractures: disciplines taking higher

status, marginalization of disciplines (in power or space), desiring not to interact with other disciplines for funding purposes and/or lack of interest or care due to specialization. Parker suggests that this is a lack of the discipline of English knowing her roots, but this literature review shows it more a result of blurred lines of disciplines, of the lack of defining what constitutes English Studies and the English Department, and a desire for specialization.

In the midst of this conflict are Rhetoric-Composition scholars seeking to define their discipline and location. English faculty have worked hard to legitimize their role in the university. Crowley argues that first-year composition as a “service course” is critical to this task (59). Yet as the teaching of first-year composition has evolved into the need for Writing Programs, the Writing Program has become the place of legitimization and power for many Rhetoric-Composition scholars. Many new Rhetoric-Composition PhDs will be hired as Writing Program Administrators or Writing Center Administrators or in roles of administration at institutions that do not have individual programs or centers. Understanding the role of an institution’s Writing Program in relation to other disciplines of English Studies and the English Department is a means to see the current role and power of current Rhetoric-Composition scholars in United States Higher Education.

The current commodification of Education by university administrations and U.S. politicians and the resulting reform in many institutions of higher education presents a current need to understand not only past but present English Studies and English Department identities and trends. Scholars such as McComiskey, Tulley, Tremmel and Boz are calling for conversations between the disciplines of English Studies, a call to the family table. To aid this conversation and to situate the current narratives of

Rhetoric-Composition studies, I present the following study that provides a current family portrait—dreams, fractures, dysfunction and all.

Chapter Three: Methodology and Methods

The previous chapters present a history of and the ambiguity that exists in English Studies, the structure of English Departments, and the location of writing programs, as well as the current climate of Higher Education. This evidences a need for further study of the current placement of English Studies in U.S. Higher Education institutions and the implications for the field of Rhetoric-Composition as outlined in my research questions:

1. What are the various structures of English Departments in U.S. Higher Education, and what English Studies' disciplines are housed inside and outside these structures?
2. Do these current structures suggest trends and/or areas of reform in U.S. English Departments of Higher Education?
3. What can Rhetoric-Composition and Writing Programs as disciplines often housed in English Departments learn from these current trends?

To answer these questions, I sought not only public representation of English departments on websites but also the voices of those representing English Departments. To accomplish this, I chose an exploratory sequential mixed methods approach (Creswell 5) to this study. This approach included a two-phase study. The First Phase included a content and rhetorical analysis of 283 English Department websites, and the Second Phase followed with a survey, designed utilizing observations from the first phase, sent to the department chair or dean of the departments within the same sampling as the first phase. The study that follows is limited. It is not possible to study all institutions and all forms of English Departments for a project of this scope, so

a sampling was created that was manageable within the timeframe. I have organized this chapter to provide an understanding of the methodology and design, but have split the methods and discussion of each phase in order of sequence: website analysis and then survey.

Methodology

In *A Concise Introduction to Mixed Methods Research*, Creswell and Clark define Mixed Methods Research as an approach in which the "investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems" (2). I chose a mixed methods approach to this study in order to create a triangulation of data from various sources and methods to strengthen the overall picture of the current English Departments. I knew to study only what currently exists (observed online) would not provide recent changes or changes being discussed nor the reasoning for changes. I also knew that validating the online material would strengthen the overall discussion. As a social constructionist, I utilized both the qualitative and quantitative aspects of this study to create meaning (MacNealy 9) of the current identity of the English Department in U.S. Higher Education and the phenomenon of English Studies.

There are various approaches to a mixed methods study. I chose an Exploratory Sequential Design which is a design known to:

> first explore a problem with qualitative methods because the questions may not be known, the population may be understudied or little understood, or the site may be difficult to access. After initial exploration, the research uses the

> qualitative findings to build a second quantitative phase of the project. This phase may involve designing an instrument to measure variables in the study. (Creswell and Clark “Mixed Methods” 5-7)

Though websites are easy to find, the location of English Studies within an institutional structure is not as easy as one might assume. Spending time first analyzing the institutional structures and locations of English Studies provided a clearer understanding for a second phase of surveys. I also used the qualitative and quantitative content analysis completed in the phase-one website-analysis to create the survey used in the second phase. I then triangulated the data from both phases to create a stronger picture of current English Department structures and English Studies’ trends.

Methods

As I began this project, I knew to answer my first question, *What are the various structures of English Departments in U.S. Higher Education, and what English Studies’ disciplines are housed in and outside these structures?*, I needed to explore/observe as many English Departments in U.S. institutions varying in size, location, and type as possible. One website study designed by Gordon and Berhow (2008) sought to assess how universities publicized themselves to potential students. The 232 university websites analyzed were chosen using the *U.S. News and World Report* rankings (created with the Carnegie Classifications as its base). A quantitative content analysis was administered by Gordon and Berhow and coded utilizing Kent and Taylor’s dialogical principles. I chose, rather than use *U.S. News and World Report’s* rankings

and have only top ranking schools, to go to the source: Carnegie Classification of Institutions, and have a broader variety of institutions.

The Carnegie Classification of Institutions "has been the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four decades" ("Carnegie" 2015). The classifications, derived from empirical data, were updated in 2010 utilizing six parallel data points:

- Basic Classification (the traditional Carnegie Classification Framework)
- Undergraduate and Graduate Instructional Program classifications
- Enrollment Profile
- Undergraduate Profile classifications
- Size classification
- Setting Classification

"These classifications provide different lenses through which to view U.S. colleges and universities, offering researchers greater analytic flexibility" (Carnegie 2015). I focused on twelve of the sixteen Carnegie Classification categories of colleges and universities encompassing a wide range of institutions across the United States. I chose to eliminate from the study those school categories classified as professional or service programs lacking majors in arts and sciences.[3] The twelve remaining categories hold 1373 institutions (see table 2).

[3] The Carnegie Classifications was acquired by Indiana University in 2015 and was updated as of February 2016.

Carnegie Classification	Total schools	Defined	Description
A&S-F/NGC	98	Arts & sciences focus, no graduate coexistence	At least 80 percent of bachelor's degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors.
A&S-F/SGC	33	Arts & sciences focus, some graduate coexistence.	At least 80 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.
A&S-F/HGC	27	Arts & sciences focus, high graduate coexistence.	At least 80 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.
A&S+Prof/NGC	65	Arts & sciences plus professions, no graduate coexistence	60–79 percent of bachelor's degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors.
A&S+Prof/SGC	92	Arts & sciences plus professions, some graduate coexistence.	60–79 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.
A&S+Prof/HGC	41	Arts & sciences plus professions, high graduate coexistence	60–79 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.
Bal/NGC	99	Balanced arts & sciences/professions, no graduate coexistence	Bachelor's degrees awarded were relatively balanced between arts and sciences and professional fields (41–59 percent in each), and no graduate degrees were awarded in fields corresponding to undergraduate majors.
Bal/SGC	291	Balanced arts & sciences/professions, some graduate coexistence	Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41–59 percent in each), and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.
Bal/HGC	96	Balanced arts & sciences/professions, high graduate coexistence	Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41–59 percent in each), and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.
Prof+A&S/NGC	100	Professions plus arts & sciences, no graduate coexistence.	According to the degree data, 60–79 percent of bachelor's degree majors were in professional fields (such as business, education, engineering, health, and social work), and no graduate degrees were awarded in fields corresponding to undergraduate majors.
Prof+A&S/SGC	358	Professions plus arts & sciences, some graduate coexistence	60–79 percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.
Prof+A&S/HGC	73	Professions plus arts & sciences, high graduate coexistence	60–79 percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Table 2: Carnegie Classifications of Institutions of Higher Education 2015

Defining the Sample

The names of all of the schools listed within a particular Carnegie classification were inserted into one column of an Excel (Microsoft Office 2013) spreadsheet. The random number generator function, "=rand()", was added to the cell adjacent to each school name. Because the random number generator function is dynamic and will continue to change, the random number column was copied and pasted into the adjacent column, using the "paste – special" option to paste the values only. The resulting column was then static and used to sort the school names by the increasing value of the random number. The schools in the first twenty percent of this randomized list (the smaller 20% of random number values) were selected for the sampling. With the total number of institutions fixed, I chose 20% from each classification group to allow for potential correlations to be made between categories and to provide a broader representation of institutions reflecting 20% of institutions holding undergraduate Bachelor of Arts programs across the U.S.. This 20% provided a 4.23 confidence interval at a 95% confidence level. If at any point a school was discarded from the study, the next school in the sorted list was added to the pool. This process was then repeated for the other eleven Carnegie classifications chosen for this study.

Phase One: Website Analysis Methods

Once I confirmed the sampling, confident in variety, I used the Carnegie website to gather basic demographic information and the institutions' websites as a data resource. The Carnegie Classifications website provided state, size, and whether the school was public, private for profit, or private not for profit. I also knew that there was specific content from the institution websites that I was seeking—what is the name of

the department, what English Studies' programs are situated within and without the department, and what terms are used (discipline, program, and concentration). I chose both Content Analysis and Rhetorical Analysis which enabled me to gather both quantitative (planned) and qualitative data providing "the flexibility of using inductive or deductive approaches or a combination of both approaches in data analysis" and "the ability to extract manifest and latent content meaning" (Cho and Lee 4). This flexibility became key in the complexity of analyzing not just one department, but multiple departments at multiple institutions across the country.

Content Analysis provided a set plan for structural information that varied by institution. Duriau, Reger and Pfarrer suggest that:

> Content analysis is a class of research methods at the intersection of the qualitative and quantitative traditions. It is promising for rigorous exploration of many important but difficult-to-study issues of interest to organizational researchers in areas as diverse as business policy and strategy, managerial and organizational cognition, organizational behavior, human resources, social-issues management, technology and innovation management, international management, and organizational theory. (5)

The distinct plan emphasized in content analysis provided consistency in my research as I worked from institution to institution and category to category.

The goal of this first phase was to study how English Studies is situated across institutions but also to study these various locations and department identities which also required rhetorical study and qualitative induction. Creswell suggests that qualitative research is used to "explor[e] and understand the meaning individuals or

groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participant's setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data" (232). Though I was studying institutions across the country, the institution website and department websites became a representation of setting and identity.

Throughout my work on each website, I made observational notes of rhetorical choices made by the one managing the department webpage to better understand the representation of English Studies and the various fields of study within. *In Critical Literacy in a Digital Era*, Barbara Warnick utilizes rhetorical criticism as it "complements" multiple forms of literacy "insofar as each of them is concerned with the social construction of meaning through symbolic action. It focuses on making the invisible (what is transparent and unnoticed) visible" (7). I utilized rhetorical criticism as, like Warnick suggests, it is:

> concerned with how messages are designed for audiences, and how they are intended to have an effect. By considering how language and images are used to privilege some elements while neglecting others, rhetorical criticism can make implicit ideologies explicit. By considering how messages position or "hail" their readers and viewers, rhetorical criticism discloses the assumptions authors hold about their audiences (Althusser, 1972; Butler, 1997). It can examine how message content can contribute to or detract from source credibility and how communities of interest are constructed through shared values and ways of speaking. (8)

Central to this study is to consider how English Departments create their own identity but also the identity that is being created, shifted or even challenged for English Studies across the United States.

Critical to my study is not only what exists inside and outside departments, but how the departments choose to define or represent themselves and the programs within their department. Thus credibility and representation become key to understanding the broader picture of English Departments and English Studies. Utilizing Rhetorical Analysis enabled me to note certain words emphasized on certain pages, certain programs noted or excluded, pictures chosen, and so on. Each of the choices made in creating an online identity reflect not only to whom the design was directed but also an underlying political focus of English Studies. Yet, I want to note that during this first phase the controller or one responsible for the website was unknown. This could have been one inside the department or outside, but no matter the designer, their design and choices impact the created identity of the department.

Vanderleeuw and Sides (2014) investigated such rhetorical choices made in the creation of a website identity in a study of city websites. They analyzed 345 city websites in Texas utilizing a staged analysis of the content with a grounded theory approach. Their goal was to understand how each city created a unique identity not just in what the website said, but by what was implied in what it said or showed on the website. The websites became a representation, a location of identity. Like their study, it was my intent to use the websites to understand the created identity of the departments within the sampling. Another study by Yeats and Thompson (2010) looked directly at English Departments rather than larger institutions. In “Mapping Technical and

Professional Communication: A Summary of Locations for Programs," Yeats and Thompson utilized 142 websites as artifacts. The focus of their website analysis was Technical and Professional Writing Programs. They followed this analysis with surveys to each program administrator. Their work utilized both quantitative and qualitative analysis to create a national location of technical writing in English Studies. Vanderleeuw and Sides' study as well as Yeats and Thomson's work provides precedence for using websites to glean discipline identities.

Even more relevant is Joey Jason Erickson's work, "Composing Rhetoric and Composition Program Websites: A Situated Study and a Heuristic Model," in which Erickson utilized content analysis to study nine doctoral program websites and their developers. His focus was his own institution at Bowling Green State University seeking to provide a set of heuristics that other programs can use to help "facilitate their own situated inquiries into the complex institutional dynamics that impact the ways in which they represent their programmatic work and cultures on their websites. This he, argues "can help programs discover ways to more authentically and powerfully express their programmatic identities within the multiply-influenced digital context of their university websites (ii)."

Many prospective students, current graduate students, and job-seeking faculty utilize websites as a means to identify characteristics of an institution's English Department and/or programs. The details defined on the website and collected in this phase, though possibly generated by those outside the department, still provide a picture of the identity and structure. It is this picture—a local picture— that will be placed within a national context in the conclusion of this overall discussion.

Phase One: Data Collection

As websites are fluid, the software program Snagit (TechSmith) allowed me to collect pages as artifacts that could be returned to in static form later in the study. I collected these pages in the months of December 2015 and January 2016. For each school within the sample, I "snagged" the department page, the overview of the program (if provided), and the list of all majors and minors offered by the university. During these collections I also made visual observations of information that would not be the same in static form such as videos and changing pictures. I also recorded the website page, the school demographic info (state, size, profit/non-profit) provided by Carnegie and the current department chair or dean of the program if no department chair was listed.

This initial phase of data collection prompted many questions. First, are websites a trusted representation of an academic department, and do the people of the department see it as a true representation of the department? Are those in the department even responsible for the updating of the website? Second, for those schools that do not have distinct English departments but clearly teach English Studies (many Liberal Arts schools), how do these institutions choose where and how English Studies is incorporated? How do I seek this input? Third, this data provides a clear picture of what the departments promoted in the months of December 2015 and January 2016, but how much of this is new or in the process of change?

Phase Two: Survey Methods

Phase-one of this study provided the observations and data needed to create the survey used in phase-two. It also provided a strong start to answering my first research question: *What are the various structures of English Departments in United States*

Higher Education, and what English Studies' disciplines are housed in and outside these structures? Yet, more was needed to probe current trends. My second research question asks: *Do these current structures suggest trends and/or areas of reform in United States English Departments of Higher Education?* Thus, the survey was created to not only verify structures observed online but also to ascertain trends.

According to Mary MacNealy in *Strategies for Empirical Research in Writing*, surveys "provide a way to describe a population in quantitative terms" (148). Surveys have also been used to create a national understanding of programs (Tulley; Yeats and Thompson). The most relevant example, as discussed in the literature review, is the WPA Census (2015) that has surveyed 900 institutions in order to "create an online database that would answer questions that come up often in WPA practice and research." The WPA Census has sought to gather data from all four-year and two-year schools by reaching out through several online databases and direct emails to WPAs. As thorough as their focus is, it encompassed only the Writing Programs at institutions (both inside and outside English Departments).

The survey (approved by IRB in January 2016) employed in this second phase was developed utilizing not only the literature review and initial research questions but also, as noted above, the findings of the website-analysis. I chose to use Qualtrics which is an "institutionally adopted and supported product for website-based surveys" (BSU). Qualtrics provided the option to do multiple surveys utilizing a variety of question types. I designed the survey to gather demographic information, current department data, and departmental changes, both past and future and the reasons for this change. This variety of desired data required varying question types and even the need for

flexibility in survey structure utilizing skip-logic. Following demographic questions, the survey (Appendix A) posed one dichotomous question—whether the school did in fact have an English Department. Those answering yes were skipped to a set of questions about the structure of the department. These questions listed the various English Studies programs observed during phase-one and asked the responder to note whether these programs existed (in major or minor form), inside or outside the English Department, and if there were plans to remove or create such programs. Following these questions, there were open-ended questions seeking feedback on recent changes, plans for change, and rationales for both. Those who responded “no” (9%) to having an English Department were directed to open-ended questions concerning what and where English Studies are taught at their institution.

The survey was first tested by Dr. Barb Bird, Dr. Daniel King, and Dr. Mike Donnelly who each read for errors in design and wording. Adjustments were made in response to their feedback. The survey was then sent to my committee: Dr. Mike Donnelly, Dr. Paul Ranieri, Dr. Jennifer Grouling, and Dr. Serena Salloum. Following the committee’s feedback, the survey was sent to three department chairs at area institutions. This grouping was chosen as a direct reflection of the target sample (those chairing or overseeing English Departments). Dr. Nancy Dayton, English and Modern Language Department Chair of Taylor University; Dr. Linda Urschel, English Department Chair of Huntington University; and Dr. Adam Beach, English Department Chair of Ball State University were each helpful in providing feedback. After incorporating their suggestions, a final draft was once again reviewed by Dr. Barb Bird and Dr. Daniel King for readability and aesthetics. A final draft was then created and

approved by my committee chair, Dr. Mike Donnelly.

As directed by IRB, I chose to utilize Qualtrics' "Anonymous Response" feature; however, I chose to include an open-ended question asking each respondent to name their specific institution. Though survey data could be used without this specification, the data could only be triangulated with the phase-one data if I could match the schools. 92% of the respondents shared their institution name. The final question of the survey provided an opportunity for the respondent to leave their email address if they were willing to be contacted with further questions. Fifty-nine respondents volunteered their emails.

The survey was designed to be self-administered and distributed by email. The Department Chair, or another appropriate faculty executive within each English program, was identified from the program websites for each school included in the sampling pool. For the few schools for which the program structure, faculty leadership, and/or email addresses were undiscernible, the school was omitted from the sampling pool and replaced by the next school on the randomized list. I also chose to include 25% of the institutions in the Carnegie Classification pools chosen from the randomized list (rather than the 20% from the website analysis) to hopefully gather a larger number of responses. If one of the few schools who was not part of the original 20% responded to the survey, I added their institution to the website analysis and repeated the procedures. This is the reason there are 283 institutions listed in phase one and not 270 (precisely 20%). I created a new spreadsheet for each Carnegie classification sampling pool with the school name, professor name, and professor email address listed in the first three columns with the column headings "School," "Name," and "Email" included in

the first row. A generic letter of invitation to participate in the survey was composed in Microsoft Word 2013. The Mail Merge feature of MS Word allowed for the insertion of the professor's name and school's name into the letter dynamically, so that the letter could be made to appear more personal while not requiring the creation of a separate letter for each school (see Appendix B). It is, in my opinion, this personal address that built credibility for this study and encouraged such strong response.

Phase Two: Data Collection

The initial surveys were sent on Tuesday, January 12, 2016 as a link embedded in a personal email. Within 4 hours, 49 responses were received. In total, 86 responses were collected as a result of the first email. On January 27 a follow-up email (see Appendix C) was sent to the schools who had not yet responded. The same procedure was used as the initial; however, the institutions that had responded were deleted from the pool. Due to the strong response, I chose not to send a third email. The survey was closed on February 11, 2016 with 130 respondents, a 46% response rate.

A source of data that was unexpected were the emails sent by the survey recipients to inquire about the survey, my research, and my plans for the information gathered. I asked respondents for their email address so that I could follow-up if I had questions. I also provided my email, not to mention the email sent was from my Ball State Account. I received 29 emails.

Data Analysis

The mixed-methods structure of this study required various forms of data analysis. This depended on the method and artifact type. What follows is a discussion of the qualitative coding process and statistical analysis for each phase.

Phase One Website Data Analysis

At the end of each website collection session I recorded and dated observations in memo form. According to Charmaz, “memo-writing is the pivotal intermediate step between data collection and writing drafts of papers…Memo-writing constitutes a crucial method in grounded theory because it prompts you to analyze your data and codes early in the research process” (72). I used analytic coding to review the data with the use of memos. Elliott & Lazenbatt suggest, “One reason why writing memos is considered important is that it encourages analysis that is grounded in the data because the researcher must consider how the codes and their properties relate to each other and provide evidence of this from the data” (51). With the intent to create a survey and correlate the work months later, these memos became crucial to the study.

I worked to complete the collection within one Carnegie category before moving to the next. To accomplish this, I first gathered demographic info of the sample institution (state, size, public/private for profit/private not for profit) from the Carnegie website and recorded this in an Excel spreadsheet. I then created folders for each school and their webpages on my laptop. I then quickly found a system of clicking on the “academic” tab of an institution, and finding the majors/minors or undergraduate program link. I “snagged” the full list, and saved this in the institution folder. If I could then access a university structure diagram, I would do so. Larger institutions seemed more apt to publish these online. Once I had institution data, I would move to finding English Studies or English Departments where I would snag their first page of the department website, and a separate page if an “about” the department was discussed separately. These were each saved in the institution folder. It was during this phase that

some schools were eliminated from the sample. This only happened if there were no visible English courses taught at the institution or the institution had closed.

Once the collection of artifacts was complete, I reviewed the initial memos and created a checklist of observation points which focused on English Studies undergraduate majors/minors, concentrations, and programs. I recorded the existence and location of each English Studies major/minor and program at the institution. I then made notes on the discussion of the English Department: the name of the department, what is noted as their overall goal, the programs listed as vital to the department and the words used to detail these. I also made note of the programs and events that were advertised on the English Department page. I collected the rhetorical information on separate memos created for each department. At the end of my collection session, I created a memo of observations for that day. Data was then synthesized by need. For example, I made note of location, size, and type correlations as well as grouped department names and variations.

Phase Two Survey Data Analysis

The survey consisted of fifteen questions, four of which were open-ended and required coding. For this set, I read through each question and the answers looking for patterns and themes. Once I had read through all responses, I began to group answers according to themes thus creating the coding schemes that follow.

The first set of questions followed a dichotomous question asking: “This study is looking at various structures of English Departments. Has your department changed its structure in the past ten years (e.g. moving programs in/out, merging/separating from other departments)?”

1. What structural changes have been made?
2. Why were these changes made?

The second set was framed by: “Is the department considering structural changes such as adding or eliminating programs, or moving programs (including the writing program) into or outside of the department, etc.”

1. What changes are being considered?
2. Why are these changes under consideration?

Both sets of questions generated similar responses in that what changes had occurred and were in consideration were similar and the rationale for these considerations similar as well. Thus, the codes that emerged for each set worked well creating one coding scheme for changes and another for rationales. Changes made or being considered were coded as follows:

Code	Sample Response
A program/major/discipline termination	“Eliminated major in Linguistics as well as the Writing Center.”
A program/major/discipline added	“Create technical writing and creative writing minors, tracks, or new majors.”
A track/concentration major revised to a general English major	“We've collapsed three "tracks" (literature; writing, rhetoric and culture; creative writing) into a single major with more choice for students.”
A general English major revised to a track/concentration major	“The English Major was divided into six separate disciplinary concentrations. We eliminated the concentrations and redesigned the major, allowing students to design their own major.”
The department separated from another discipline/department	“English and Communication split into separate departments after being housed together for about 20 years.”
The department joined another discipline/department	“Combined with the Department of World Languages.”
The department underwent a full curriculum change of the major, but the distinctions stayed the same.	“A largely British lit core was revised to include greater diversity of national traditions and minority voices. We also added internship and capstone requirements.”

Table 3: The coding scheme used for quantifying the recent and future changes described by the survey respondents.

Code	Sample Response
Financial	“To save money since now we have no chairs and members of the dept. do the work of the chair with the help of an associate dean of humanities.”
Faculty Preference	“To account for faculty interests that extend across disciplinary boundaries.”
Student Need/Best Interest	“To better serve our students' needs. The CW students needed more faculty and the students from all areas of the school needed better writing instruction that the lit faculty could not provide.”
Administration Driven	“Administrative desire to balance the size of departments.”
Growth of program/department/institution	“The Creative Writing major has grown and could possibly thrive independently.”
Decline in Enrollment	“Our enrollments have dropped 63% since the recession. In some majors, it's becoming difficult to have enough enrollments to run the full major curriculum.”
Recruiting	“To enhance recruitment of international students.”
Evolving Discipline	“We feel the English major is evolving and want to reflect the current state of English studies.”
Unsure	“Your guess is as good as mine.”

Table 4: The coding scheme used for quantifying the reasons for recent and future changes described by the survey respondents.

Phase One and Two Statistical Analysis

To evaluate any potential correlations, a Spearman’s Rho correlation analysis was performed on all quantitative and coded qualitative data for both the Website Analysis Data and Survey Data using SPSS. Additionally, a Department Complexity value was calculated for each institution and included in the correlation analysis. The Complexity was defined to be the total number of disciplines housed within the department. For the most significant correlations between department complexity and specific department characteristics, a more rigorous ANOVA analysis was performed using the software package OriginPro 9.0 (OriginLab Corporation). The ANOVA analysis compared the mean department complexities among schools with and without

each specific characteristic. The ANOVA also included an Interaction Analysis to evaluate the impact of any one variable on the correlation of another variable with department complexity.

Limitations

The amount of data gathered online was well-beyond what was needed for this discussion. However, the gathering of this data provided a broader context for me as a researcher. The more time spent on department websites, the more I became aware of distinctions. Though much of this early data gathered will not be used in this discussion, I do want to note the context it provided. I also found in my analysis the clear distinction I used in designing the survey. I limited my observations of what disciplines are included in a department to programs, majors, minors, concentrations, and certifications. I did not include the mere offering of a course as defining the existence of a discipline. I, however, did not distinguish this in the survey. I asked, "What current programs of English Studies does your institution support, and are these located in/out of the English Department?" In hindsight, I should have clarified the term "programs." Limitations aside, the study provided a quality sampling, with rich data analyzed and discussed in the following chapter.

Chapter Four: Results and Discussion

This chapter includes a discussion of data from both phases of this study and then a triangulation of data from both phases. I will begin by creating a descriptive picture of my sampling, a representation of the current English Departments in U.S. Higher Education, and how these departments create an identity online. Once a current picture is created, I will discuss the variations of English Studies within these departments and trends, both past and future hopes of survey respondents. I will use he first two research questions designed for this study to frame this discussion. The third question will be addressed in the conclusion.

Question One

To address the first question of this study, *What are the various structures of English Departments in United States Higher Education, and what English Studies' disciplines are housed inside and outside these structures?,* first requires a description of the institutions represented in this study as well as those who contributed to the survey. To aide in this description, as well as the defining of both department and disciplines, I will discuss data gathered from both phase one and phase two of this study.

Description of the Sample

As discussed in Chapter 3, I chose to use the Carnegie Classifications of Institutions of Higher Education in order to create a sampling representative of institutions varying in location, type, and size. To validate that variety, I used the Carnegie data provided for each institution to paint a broad picture of the sample which can be seen on the map below (see fig. 1). According to the U.S. Postal Service (USPS)

there are 58 states and territories of the United States. I used the USPS abbreviations in coding the locations for each institution. The random sampling of 20% presented institutions in 49 of these 58 states and territories (46 states and 3 territories). States in white were not represented in the study. States not represented include: Alaska, North Dakota, Wyoming, and Rhode Island. The largest state representations were California (22 institutions) and Pennsylvania (25 institutions). According to the National Center for Educational Statistics, the states with the most institutions as of 2014 were California, Pennsylvania, New York, and Texas (NCES). This indicates a broad representation geographically, with no significant voids, providing confidence that any bias that might be introduced by the existence of regional trends has been avoided. The majority (60.65%) of the institutions are categorized as private not-for-profit with 38.63% public. Only two institutions in the sampling are private for-profit institutions (.72%). This variation provides a nationally representative sampling of institution types which may have differing structures, agendas, and trends.

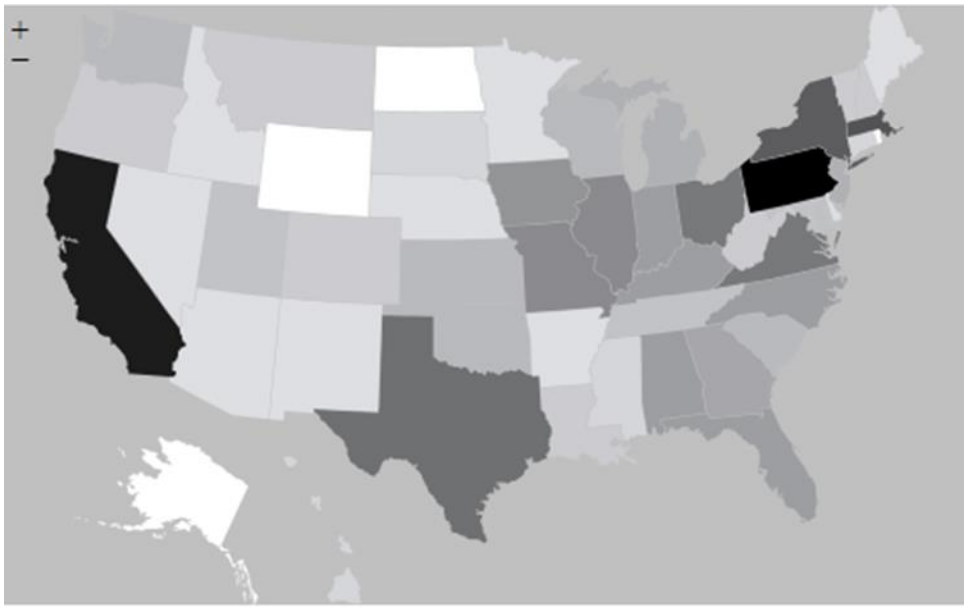

Figure 1: States represented in website analysis are shown. The gray scale runs from dark (most) to white (none).

I used the original sample pool from Phase One plus 5% for the survey pool. The random sample for the Website Analysis had a clear distribution of states, but that was not a certainty with the survey respondents. Yet, in figure 2 it is clear that the data gathered in the survey represents institutions across the United States. This geographical representation, once again, implies an avoidance of regional bias and proportional participation amongst the states.

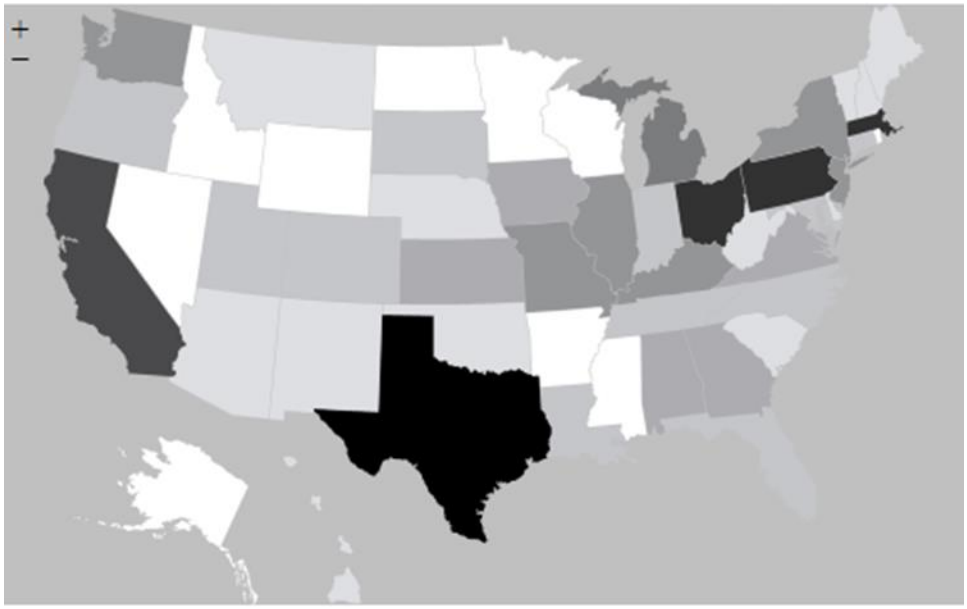

Figure 2: States represented by the survey respondents are shown. The gray scale runs from dark (most) to white (none).

Size of Institutions

Utilizing the Carnegie Classification also guaranteed a variation in size. As noted on the Carnegie website, the data provided was from the 2012-13 enrollment. I chose to group the Institutions not only by category but also by size for this study. Size in Higher Education, as discussed in the literature review, is often a reflection of the institution's

philosophy and funding source. Thus, I wanted to see if this also correlates with the existence of English Studies and how these disciplines are housed at an institution.

A school of 1,000 is half the size of a school of 2,000. The contrast is great. However, the same cannot be said for the contrast between an institution of 24,000 and one of 25,000; therefore, I coded the sizes in institutions relatively as noted in Figure 3 below.

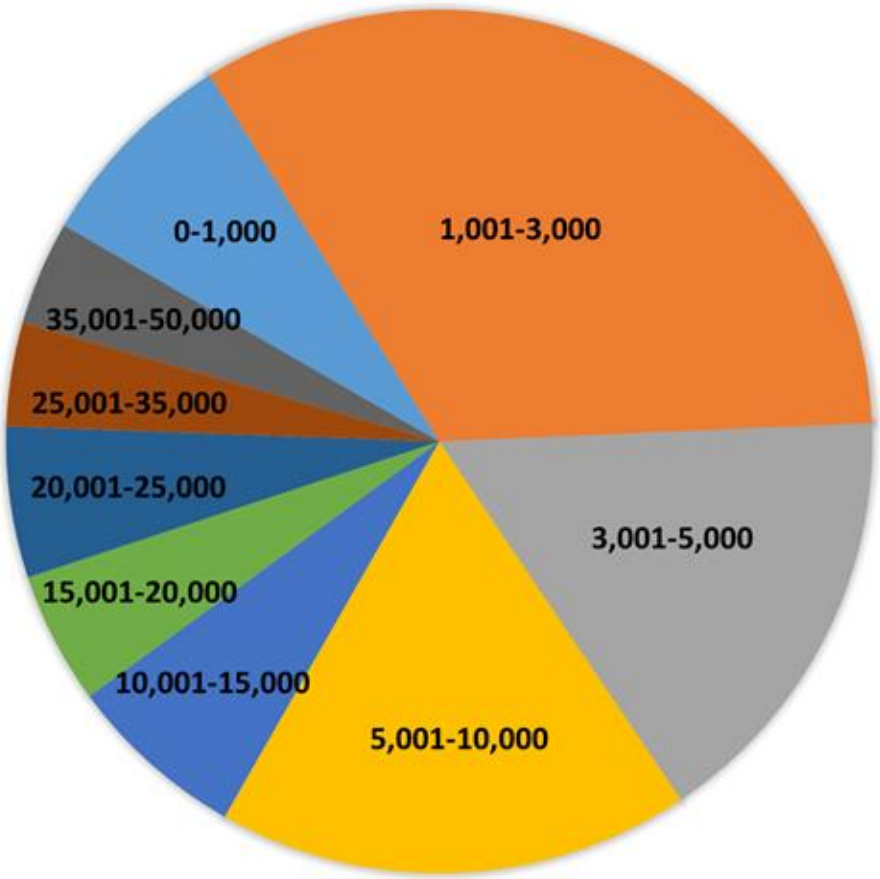

Figure 3: The number of institutions of different sizes (student population) included in the web analysis are shown. The proportions of the total web analysis population within each size class is indicated by the size of each wedge.

Though Figure 3 shows a wide representation, it also shows that the majority of institutions in this study have 5,000 or less students. In total, the full study included 283

institutions (1 private for profit (less than 1%); 168 private not for profit (59.4%); and 114 public (40.3%)). The survey respondents who noted their institution shows a near mirror breakdown: 57% private not for profit and 43% public. This indicates that a similar representation of types of institutions exists between the website analysis and survey which strengthens the value of conclusions that follow drawn from the survey.

Interestingly, the distribution of institution size is also similar between the website analysis and the respondents in the survey. Figure 4 shows the institutions by size in the overall website analysis. The majority of the institutions represented in the website analysis are 5,000 students or less, with the largest demographic being 1,000-3,000 students. The same can be said for the respondents of the survey. The majority represent institutions of 5,000 or less and each representation of size is comparable to the overall representation in the website sampling (see Fig. 4). Once again, this provides strength to the conclusions that follow.

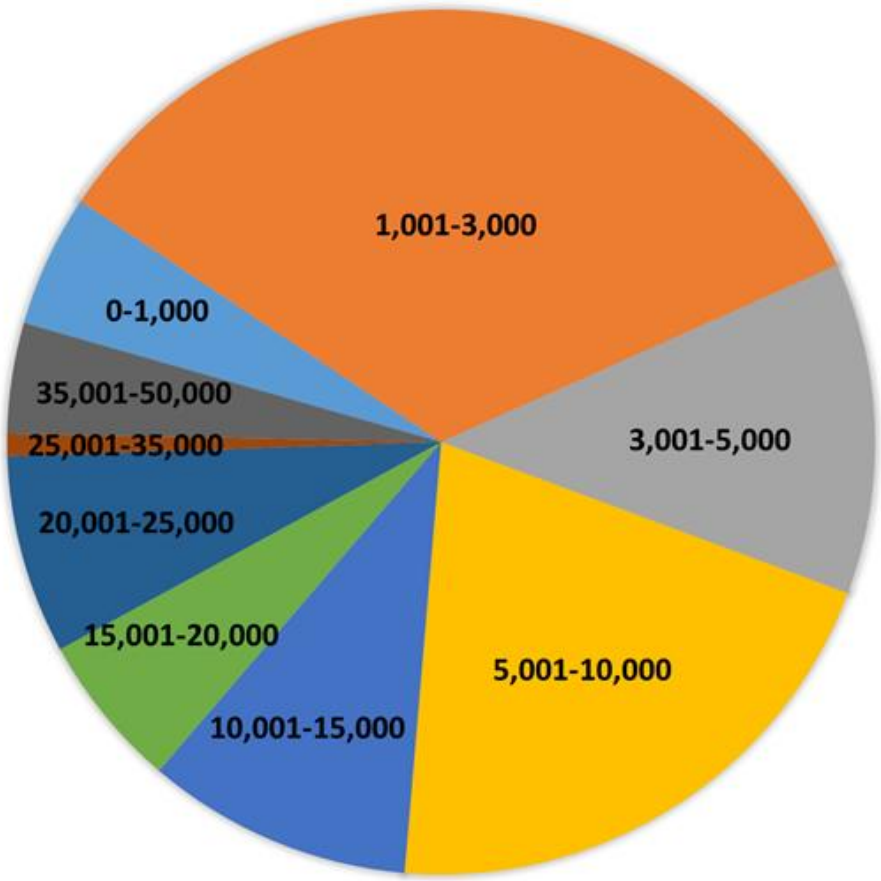

Figure 4: The number of institutions of different sizes (student population) represented by the survey respondents are shown. The proportions of the total survey respondent population within each size class is indicated by the size of each wedge.

A closer analysis of these comparisons and the response rates adds another layer as to the representation of the data that follows. The lowest response rate is that of institutions 25,000-35,000 with only one of eleven responding (9%). The rest have response rates of over 25% with the highest being 63% from the schools that are 10,000-15,000 students (see Fig. 5).

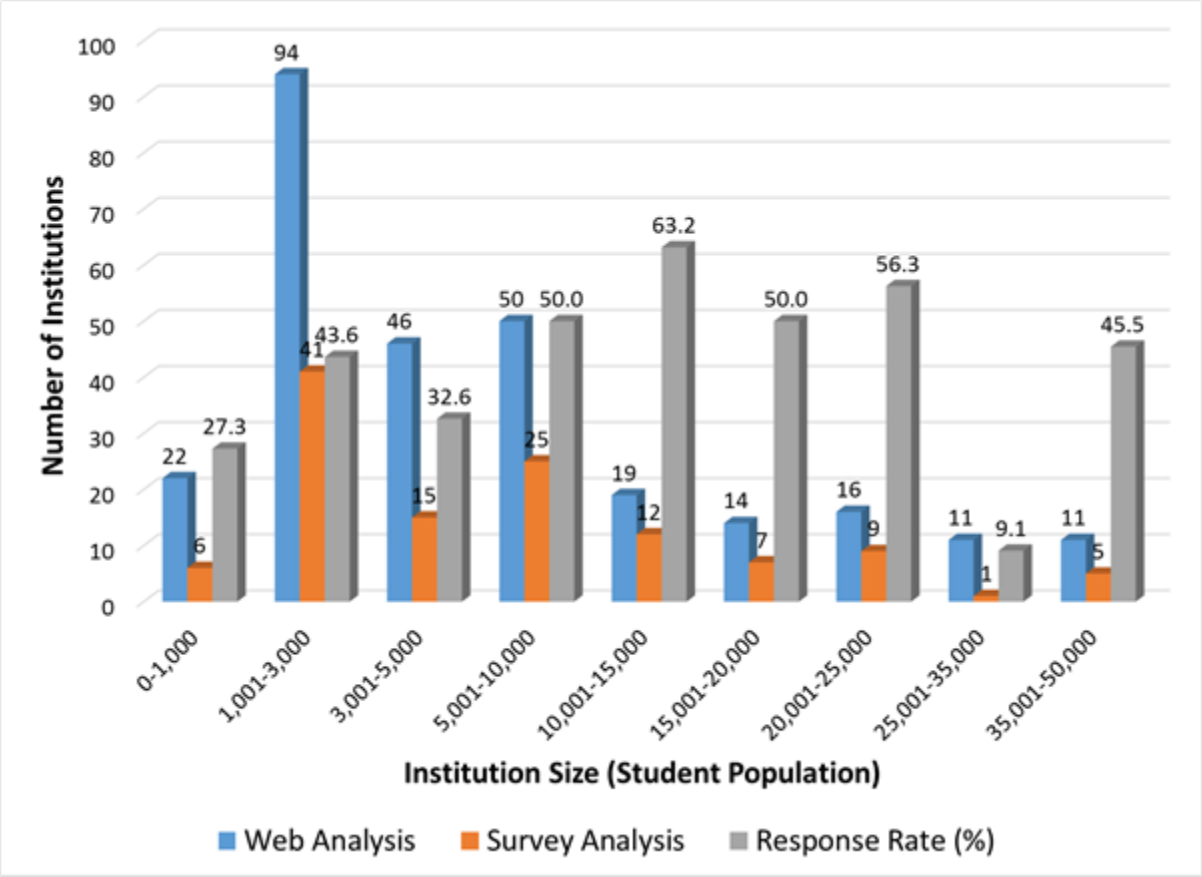

Figure 5: The number of institutions falling within each student population size class is indicated for the Web Analysis population (blue) and Survey Respondents (orange). The survey response rates are also shown in gray.

Survey Respondent Demographics

I gathered contact information for each department in the website sample. If there was a department chair, I sent the survey to the chair. If the chair was not noted or did not exist as the department was part of a division, I sent the survey to the dean or chair of the united division. Since the role of the respondent could vary, I wanted to record their role in relation to the department. Question 8 of the survey asked whether the respondent was chair (82%), dean (0%), professor in the department (8%) or "other" (10%). Knowing the role of the respondent was important, but I also wanted to know

how long they had been associated with the sample department. One new to the department may have a differing perspective than one who had been there many years. It would be easy for me to assume that those in leadership in the department have been affiliated with the department for many years; however, this is not always the case. Interestingly, the majority (67.5%) of the respondents had been with the department more than 10 years. Only 7.5% of respondents had been affiliated five years or less (see fig. 6). This provides a bit more strength to the discussion of what has changed and why within departments in the previous years.

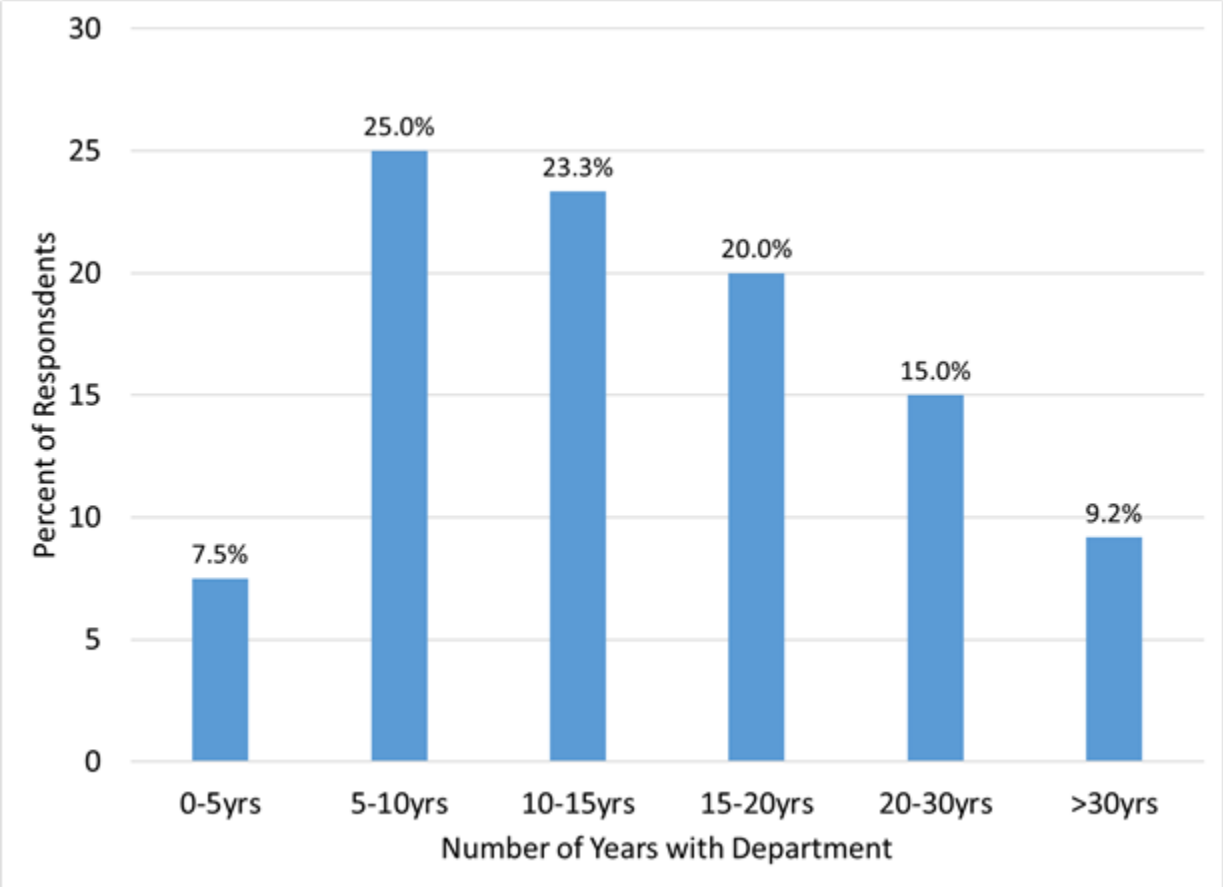

Figure 6: The percent of the survey respondents who have been associated with their departments for various lengths of time is shown.

Establishing the credibility of the respondents strengthens the value of not only the survey data received but the study itself. These individuals took the time to email,

respond, and provide insight on a topic that appears to be one with which they want to engage.

Website Maintenance

At the small Midwestern university at which I teach, the departments do not maintain the website on the university site. When something is to be updated on the site, that material is sent outside the department. I wanted to understand this process and the role of the outside website manager, so I met with Ben Wehling, Executive Director of Marketing at Taylor University. He shared the underlying philosophies of organizational website, especially higher education institutions. To create a more unified philosophy (whether emphasizing recruitment or tool for students), many institutions have taken the maintenance of the website out of the hands of the departments and created managers who are outside. Who is responsible for what is on a page can have an impact on the rhetoric presented.

In the second section of my survey, I asked each respondent first, “Who is responsible for maintaining the department website?” Only 18% of the respondents claimed personal responsibility for maintaining the department page on the institution website suggesting that this may be delegated by the chair to another in the department (13% other faculty and 21% administrative assistant). Respondents also noted that 25% of the work was often delegated to an “other” noted most often as student workers. Only 23% of the respondents noted individuals outside the department. Thus, 75% of website maintenance for those in this study is still occurring within the department.

I also asked the respondents whether they felt their department website is reflective of their department identity, no matter who was responsible for maintenance.

The majority (51%) of the respondents felt that the department's website represents the department identity well. Twenty-Seven responded no (not representative of their department), and 22% were unsure. A significant portion of those who said "no" or "unsure" were also the institutions where maintenance occurred outside the department. Knowing who is maintaining the department website as well as the perception of this content in relation to the department validates the first phase of this study. It is possible to assume from this survey data that much of the data collected on the website was provided by those within the departments, and the respondents concur that this is a good representation of the department's identity.

The data gathered in this survey is not only representative of the broad demographic. I want to reiterate that 82% of the respondents were the department chair and 67.5% have been associated with the department for more than 10 years. This well-established sampling (both website and survey) provides data on not only what exists within but also specific changes made and plans for changes in the future.

Utilizing the data gathered in Phase One allows me to make a few distinctions about the respondents to the survey. Not only did the respondents represent the majority of the United States geographically, there was a strong representation between public and private institutions. In Table 5, the contrast of public, private for profit and private not-for-profit is shown.

		Private - For Profit	Private - Not for Profit	Public	Total
Web Analysis	Number of Institutions	1	168	114	283
	Percent of Total	<1%	59%	40%	100%
Survey	Number of Institution Respondents	0	69	52	121
	Percent of Total Respondents		57%	43%	100%
	Response Rate	0%	41%	46%	43%

Table 5: The number of each type of institution (Private - for Profit, Private - not for Profit, Public) included in the web analysis and represented in the survey responses are shown.

The above data (state, type, and size) confirms the initial goal of this study, to gather data from a representatively broad variety of institutions across the United States via websites and individual voices. The survey respondents are representative of the full web analysis population (57-59% private not for profit, 40-43% public).

The "English" Department

I learned quickly in the website analysis that not all institutions have an English Department. So, as I mentioned earlier, I included in the survey a dichotomous question asking whether the respondent represented a school that had an English Department. I worded it as such: "Does your Institution have an English Department or Department with an English Studies focus (may be combined with Communication, Theater, or other disciplines)." Of the institutions represented in the survey, 91% have what the respondent considered an English Department or department with an English Studies

focus. Those that responded as to not having an English Department were provided an open-ended question asking where English Studies is housed at their institution. One respondent simply wrote “all over.” Others noted the division or department such as “Liberal Studies” and “Department of Arts and Humanities.” One noted that Literature is taught in the Humanities Department, but Writing is housed in the Communication Department. The most noted response was simply its placement in the School of Arts and Sciences.

When I discuss my study with others and share that I have struggled at times to find English Departments on institution website, many are confused. I have been asked, “Can’t you simply do a search for ‘English Department?” Truthfully, I thought the same, but it was far from simple. Though 91% claim having English or English Studies, the titles vary with only 65.4% of the institutions in the sampling have a department titled “English.” To find the other departments housing English Studies, I had to start with the website’s “major and minors” list and work my way to the department/division. Second, some had no English department or Division housing English Studies (3.5%). And lastly, at some institutions English Studies of various forms are listed as part of a school or division and not department (3.9%). These are listed often as programs or majors within the following schools/divisions:

- College of Arts and Sciences (2)
- Department of Religion and Humanities
- Department: College of Arts and Sciences
- Division of Humanities
- Division of Humanities and Communication
- Division of Language and Letters
- Interdisciplinary Arts and Sciences, School of (no English Department but Writing Studies Major)
- Language, History & Culture English, History, Theology, Spanish

- Liberal Arts
- School of Literature and Language

The other 27% had various names often with English in the title and evidence of other discipline marriages. The following are the various names observed:

- Communication and English
- Communication and Writing
- English and applied linguistics
- English and Comparative Literature
- English and Foreign Languages
- English and Languages
- English and Linguistics
- English and Literature
- English and Modern Languages
- English and Philosophy
- English and Professional Writing
- English and Rhetoric
- English and Theatre
- English and United States Literature
- English Liberal Arts Program
- English Literature and Writing
- English Studies
- English, Communication & Media Studies
- English, Foreign Languages & Literatures
- English, Language, and Interdisciplinary Studies
- English, Language, and Literature
- English, Modern Language, and Mass Communication
- English, Modern Languages, & Liberal Arts
- English, Rhetoric, and Human Studies
- English: Creative Writing and Literature
- History, English, and Creative Arts
- Humanities
- Language and Literature Studies
- Language Literature Communication and Writing
- Language, Literature, and Communication (Communication, Language and Literature)
- Language, Literature, and Cultural Studies
- Literary Arts
- Literature
- Literature and Language (Language and Literature)
- Literature and Modern Languages
- Modern Languages and Literature
- Professional Writing and English Studies
- Writing, Literature, and Publishing

I grouped the department names by wording choice and not order. For example, I observed a handful of Language and Literature departments as well as Literature and Language which I grouped together.

The most widely observed names other than English were Literature and Language (Language and Literature) (3.5%), English and Modern Languages (2.1%), English, Language, and Literature (1.8%), English and Philosophy, (1.8%), Humanities (1.8%), and English and Foreign Languages (1.8%). Size appears to play a role in the name choice. Many smaller, liberal arts institutions have no English Department or a program or major housed in a division. The smaller liberal arts institutions, as discussed in the literature review, offer a general degree that groups English Studies with other disciplines, so there may be an English Professor at the school teaching English Studies, but there are no majors/minors, concentrations, tracks, emphases or programs of English.

Disciplines within the Department

Once an English Department or a Department that housed an English Program or English Studies discipline was identified, I recorded the various fields of English Studies housed in the department. If the department only listed a general degree with no emphasis, concentration or track, I did not create a distinction and recorded this as General English. However, many departments did list a general degree with variations such as Literature or Creative Writing (often noted as a track, concentration, or emphasis). If they did, I counted this as both a general degree and the distinction of concentration. I did not note whether institutions simply had classes in a field of study. In order to be counted, there needed to be a formal program (major or minor) or distinction of track, concentration, emphasis, or certification. Utilizing this criteria, I noted the following fields of study existing within English Departments:

- General English 72%
- Literature (General or Specific Time period/Genre) 47%
- Creative Writing 45%
- Composition/Writing 24%
- Professional Writing 15%
- Film 11%
- Foreign/Modern Languages 10%
- ESL/TESOL 8%
- Writing Center 7%
- Technical Writing 7%
- Linguistics 6%
- Women' and Gender Studies 5%
- Journalism 5%
- Communication 5%
- English Studies/Liberal Arts 4%
- Writing Program 4%
- Digital Rhetoric/Media Studies 4%
- Theatre 4%
- Cultural Studies 4%
- Composition and Rhetoric 4%
- Rhetoric 2%
- Pre-law 2%
- Language Arts 2%
- Comparative Literature 2%

I want to also make clear that at larger institutions other English Studies' departments exist, but are independent of the English Department. Many of the above can and are represented as independent programs or departments; however, for this initial study, my focus was on those within the same department as English. I did gather data on those outside, but will reserve that data for a future discussion.

The General English Degree is still the most common major/program/minor within most departments (72%), and yet, very few offered simply the general English and no other concentration. Those that did tended to be liberal arts focused institutions or under 3,000 students. The most common concentrations offered in connection to the

English Major are Literature (47%), Creative Writing (45%), and English Education (35%).

The difficulty with discussing a general English emphasis is that many of the general English major/programs could have been defined as a literature focus. This is an observation made on reading the major/minor course requirements and not in how the major is defined by the institution. For that reason, I chose to define those that created a specific track/concentration/emphasis or major as defined as literature separate from the general (47%). I grouped both general “literature” as well as regional (United States, British), topical (Shakespearian), and time period (Medieval, Classical, Modern) into one literature code. For the most part, those that defined a literature focus provided more breadth in focus than depth.

According to online observations, Creative Writing is the most strongly represented writing study in English Studies and has a defined role in English Departments. It was distinctly defined separate from composition, writing studies, technical writing and professional writing. Many schools that did not hold a Creative Writing concentration or major in the English Department had a program or department outside the English Department. It was clearly favored over other writing disciplines. To see this hold such a specific place not only in the department but also outside, reflects a current emphasis on writing for creative purposes as opposed to academic or rhetorical meaning.

English Education also holds a unique place in many departments. Though 35% of schools within this study still house the English Education major with English Studies, most departments show it as a double major with the Education department or a

separate major housed wholly in Education. Several institutions also discuss Secondary Education as a future endeavor for one who majors in English or Language Arts. Most schools who held a Language Arts concentration noted that this was a path to secondary certification. A handful of schools encouraged those seeking teaching certification to major in English and then pursue a Masters in Education or a transition to teaching program which would provide the certification. This is the road to an education degree in states such as California.

Writing and/or Composition (24%) are defined as a concentration or minor—writing more than composition; however, I chose to code them together. I chose to code this separately from Rhetoric and Rhetoric-Composition since the departments distinguished it as separate. Professional Writing (15%) appeared more often than Technical Writing (7%), but half of these were in partnership with Technical Writing. Several institutions have a Professional and Technical Writing major or minor (one has a department by this name). In contrast, Rhetoric-Composition is only listed as a major or minor in 4% of the institutions. Though writing, creative or not, seems to be strongly represented in the departments, how departments choose to teach/represent writing as a discipline seems to lack consensus.

Many English Departments at institutions smaller than 5,000 are still home or share a home with English Studies such as linguistics (6%), TESOL/ESL (6%), Comparative Literature (2%), Foreign and Modern Language (10%) as well as Communication Studies (5%) including Film (11%), Theater (4%), Visual/Digital Rhetoric (1%). Others are promoting new Cultural Studies (4%) programs as well Women's and Gender Studies (5%), Rhetoric (2%), and Pre-law tracks (2%). The

strongest representation of the latter Cultural Studies happened to occur in institutions defined by the Carnegie classification as institutions with “Professions plus arts & sciences, some graduate coexistence.” These are institutions where “60–79 percent of bachelor’s degree majors were in professional fields, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.” This is the largest category within this study, showing a larger graduate study representation. Though my focus was undergraduate programming, I wonder if this is a trend reflected in graduate studies filtering down to undergraduate programming.

Part of the website analysis included a cataloging of disciplines offered within English Departments which I discussed in Phase One. In response to this data I sought confirmation in the survey. I asked the 91% who responded that they have an English or English Studies Department to provide specific information about what is housed in their department as a point of corroboration with the website analysis observations. I provided a listing of the most common programs that I observed in an interval style question in the survey. I asked each respondent to record whether each discipline existed “in,” “out,” or “not offered” at their institution.

One limitation discovered in this overall study is the assumption I made as to defining a discipline in the survey. I asked respondents to mark defined disciplines that I had listed as being in or out of their English Department or not available at their institution. I did not specify what constituted as being “in.” Thus, “in” could include a class in creative writing existing in the department. In contrast, I had very specific parameters for coding what I observed on the website. I did not code based on courses offered; instead I coded programs, majors, minors, tracks, concentrations, and

certificates. It is this difference that I attribute the higher number of existing disciplines noted in the surveys. If I were to do further study, more surveys or interviews, I would specify my definition of “in” as part of the discussion.

The responses provided by respondents regarding the presence of each discipline are shown in three graphs, sorted by decreasing number of programs *inside* the department (fig. 7), *outside* the department (fig. 9), and *do not have* at the institution (fig. 10). The disciplines I chose to list were the most represented by the website analysis observations and or listed within Department Names. Clearly, the most represented discipline of study noted by the respondents is literature at 94% followed closely by Creative Writing at 84%. In my website analysis these were also the two most represented disciplines. As noted in that discussion, 47% of the departments listed literature as a specific major, minor, or concentration with 72% claiming a general English degree; however, it can be assumed that most general English degrees (as it seems by this response) are assumed to have a literature focus.

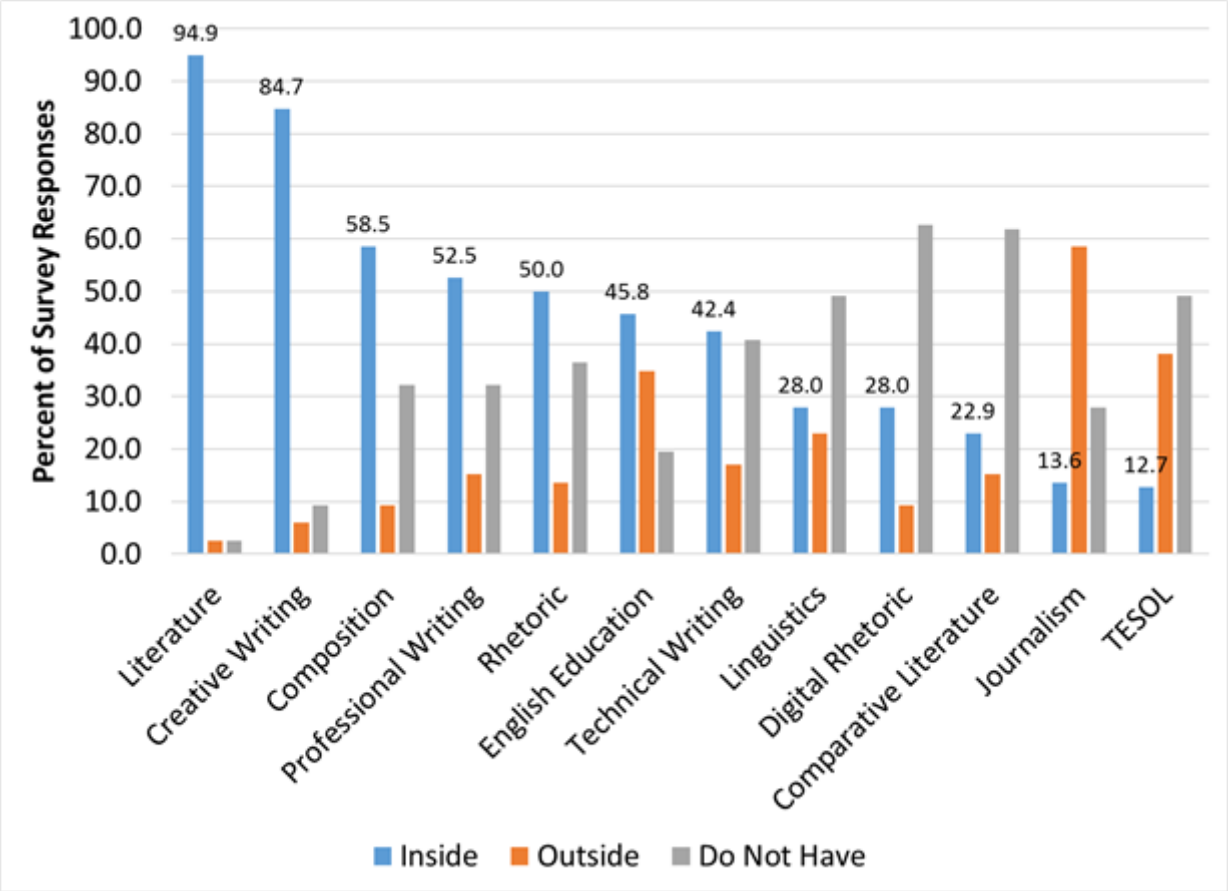

Figure 7: The status of each discipline as determined from the survey responses is shown, sorted by the disciplines most commonly located "Inside" of the English Department.

Interestingly, all disciplines I listed were noted by some respondents as housed within an English department. TESOL showed the least representation at 12.7%. I observed a strong correlation between TESOL and ESL programs existing with linguistic programs. However, more respondents noted housing linguistics than TESOL programs.

Also worth noting is that respondents claimed Professional Writing as "In" 10% more than Technical Writing. In the website analysis, I observed Technical Writing and Professional Writing often linked at institutions, and the term Technical Writing being

prominent; however, I chose to utilize both in this question being curious to see if this would hold true from the faculty responses. Here Professional Writing was favored.

Another trend I observed in the website analysis was a discussion of Digital Rhetoric on websites but little as far as programming or degree options. I added this to see how many departments were creating Digital Rhetoric concentrations/programs and not simply discussing it. As shown above, 28% of the faculty surveyed noted some form of digital rhetoric existing within the English Department. The other discipline noted most often in the English Department not noted above is film at 45%. One respondent suggested that “Film Studies is seen as an attractive major to students.”

The focus of my website analysis was what existed within the English Department. Thus, this is the strongest contrast I can offer with no data from Phase One on disciplines outside or not existing at institutions. Figure 8 gives a direct contrast between the data I collected online for this group of institutions, the survey respondents, and the entire sample population including those who did not respond to the survey. The institutions represented by the survey respondents are very representative of the full web analysis population; the discipline distribution is similar between the web analysis of the full population and the web analysis of just the schools that responded. The closest match in data was English Education. I noted the literature distinction already, but this is not the only conflict in data. Much of what I observed (or did not observe) showed a greater presence in the survey data.

For example, composition/writing only appeared as a major, minor, or concentration online at 21% of these schools; however, 58% of the survey respondents claimed composition as part of the department. This can be assumed to be a result of

freshman composition existing not as a major or minor but more of freshman programming need.

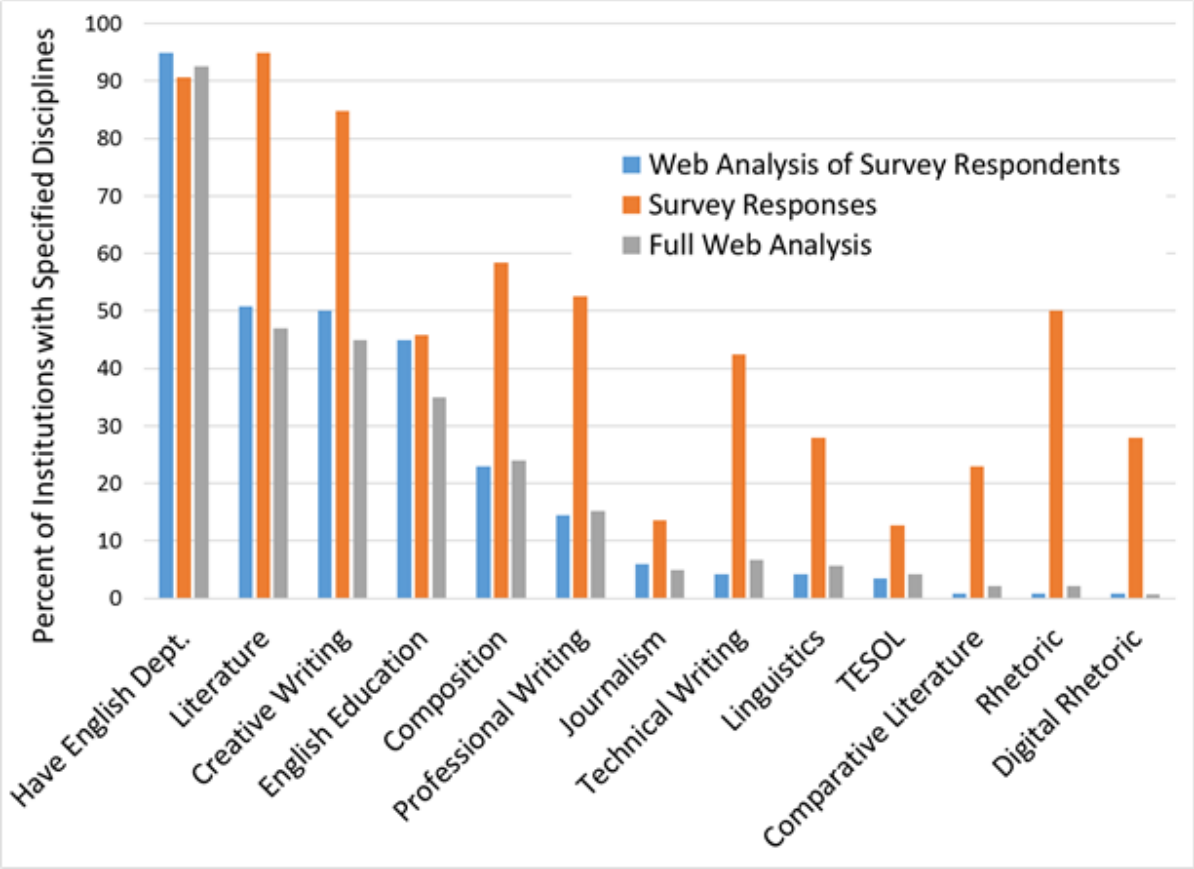

Figure 8: The status of each discipline as determined from the web analysis and survey analysis are shown, sorted by the disciplines most commonly identified during the web study. The percent of English Departments containing each discipline determined by the web analysis (blue), the survey analysis (orange), and web analysis of just the survey responding institutions (gray) are illustrated separately.

In contrast to what was listed 'In," which is highlighted in Figure 7, the most noted discipline "Out" of the English Department was Journalism (see fig. 9). Only 13.6% noted it as within the English Department, but 58.5% claimed Journalism existing at

their institution, just outside the English Department. Most noted it existing in the Communication department.

TESOL is the next largest discipline noted outside the English Department at 38.1% and Linguistics also shows a large representation at 22.9%. Following closely behind TESOL is English Education at 34.7%. It is interesting to note that there were more faculty who did respond that English Education still exists more within (45.8%) English Departments than out. Yet, this is clearly the one discipline that shows a decisive split. There were 19.5% of schools who do not have English Education (that is a discussion for later), and for those that do, there is a 34.7/45.8 split as to it being outside or inside of the English Department respectively.

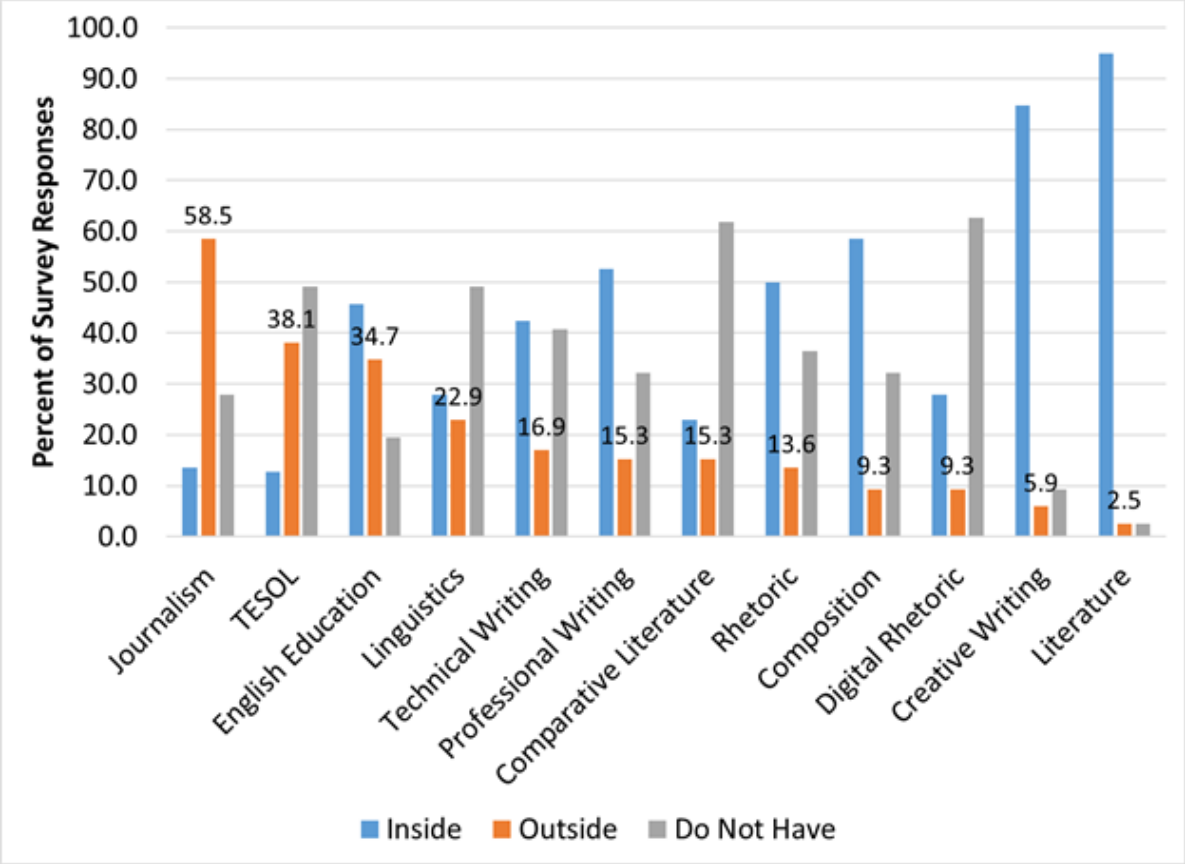

Figure 9: The status of each discipline as determined from the survey responses is shown, sorted by the disciplines most commonly located "Outside" of the English Department.

Like English Education, it is also interesting to note the disciplines that respondents noted as not having at their institution (see fig. 10). Digital Rhetoric was the least represented in the institutions at 62.7%. Comparative Literature followed closely at 61.9%. TESOL and Linguistics also are noted as absent at nearly 50% of the institutions surveyed.

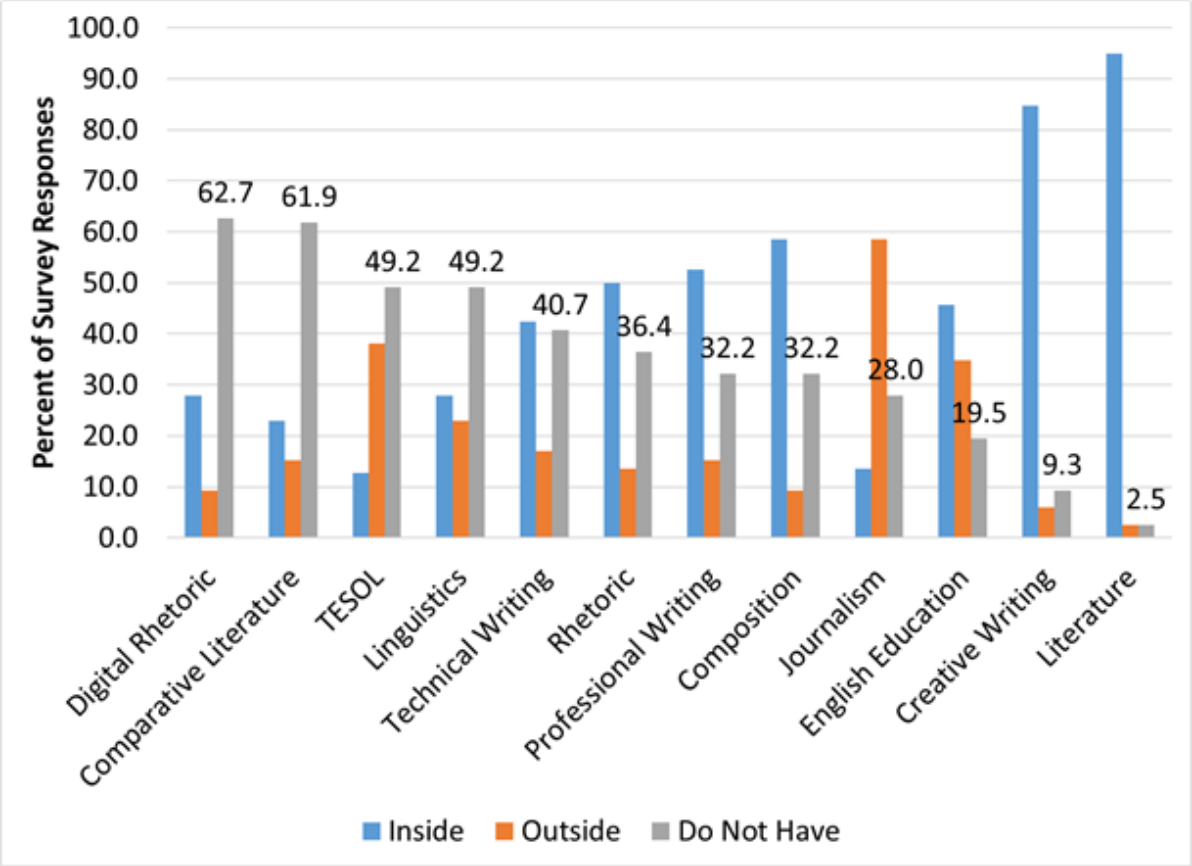

Figure 10: The status of each discipline as determined from the survey responses is shown, sorted by the disciplines most commonly absent at each institution.

I want to take a moment to highlight the contrast between literature and writing disciplines. Surprisingly, literature did find a place on the "Do Not Have" list by a mere 2.5%. As the traditional focus of most English programs, it is not surprising that nearly all respondents claim it within the English Department. However, to note the lack of Composition (32.2%) at institutions is surprising.

The Complexity Factor

A correlation analysis was performed on both the Web Analysis data and the Survey Data. The output (tables 6, 7) displays the Spearman's Rho correlations. The strength of the correlation between any two variables is indicated by the magnitude of the coefficient [0 – 0.2 (very weak), 0.2 – 0.4 (weak), 0.4-0.6 (moderate), 0.6 – 0.8

(strong), 0.8-1.0 (very strong)], while the sign of the coefficient indicates whether there is a positive or negative correlation. The confidence of the correlation is indicated by a single asterisk (90%) or a double asterisk (95%).

	Size of Institution	Type of Institution	Complexity of Department	English Studies	Journalism	Literature	Creative Writing	Composition	Comparative Literature	Writing Program	Professional Writing	Technical Writing	Linguistics	English Education	TESOL	Rhetoric & Composition	Rhetoric	Digital Rhetoric
Size of Institution																		
Type of Institution	.627**																	
Complexity of Department	.283**	.370**																
English Studies	-.235*	-.169	-.120															
Journalism	-.049	-.071	-.164	-.014														
Literature	-.095	-.173	-.687**	.052	-.040													
Creative Writing	-.197*	-.081	-.535**	.053	-.101	.331**												
Composition	.102	.109	-.317**	-.029	.034	.172	-.089											
Comparative Literature	-.110	.081	.078	-.005	-.023	-.094	-.089	-.050										
Writing Program	-.219*	-.304**	-.214*	-.009	-.034	.091	.005	-.012	-.015									
Professional Writing	-.221*	-.275**	-.432**	-.022	-.001	.065	.172	.064	-.038	.113								
Technical Writing	-.077	-.241**	-.333**	-.011	.125	.123	.127	.186*	-.019	-.034	.273**							
Linguistics	-.216*	-.241**	-.326**	.254**	-.053	.207*	.127	-.014	-.019	.122	.273**	.165						
English Education	-.129	-.313**	-.517**	.059	.134	.172	.065	-.046	-.083	.045	.066	.148	.148					
TESOL	-.188*	-.120	-.169	-.010	.151	-.003	.003	.009	-.017	-.030	.190*	-.039	-.039	.113				
Rhetoric & Composition	-.112	-.174	-.299**	-.008	-.039	.149	.113	.007	-.014	-.025	.263**	.157	-.032	.168	-.029			
Rhetoric	-.064	-.106	-.160	-.005	-.023	.091	.092	-.050	-.009	-.015	.225*	-.019	-.019	.102	-.017	.403**		
Digital Rhetoric	.028	-.106	.003	-.005	-.023	-.094	-.089	-.050	-.009	-.015	-.038	-.019	-.019	.102	-.017	-.014	-.009	

Very Strong Correlation
Strong Correlation
Moderate Correlation
Weak Correlation
Very Weak - No Correlation

Table 6: The Spearman's Rho Correlation Coefficients are shown for the correlation analysis of the Web Analysis data.

	Complexity-Survey	Recent Changes	Planned Future Changes	Literature	Comparative Literature	Linguistics	TESOL	Creative Writing	Technical Writing	Professional Writing	Rhetoric	Composition	Journalism	English Education	Digital Rhetoric	Size of Institution	Type of Institution
Complexity-Survey																	
Recent Changes	-.445**																
Planned Future Changes	-.216*	.031										Very Strong Correlation					
Literature	-.325**	-.054	.052									Strong Correlation					
Comparative Literature	-.383**	.153	.195*	.177								Moderate Correlation					
Linguistics	-.583**	.157	.064	.170	.242**							Weak Correlation					
TESOL	-.374**	.129	.173	.162	.114	.249**						Very Weak - No Correlation					
Creative Writing	-.436**	.098	.050	.534**	.151	.232*	.147										
Technical Writing	-.631**	.176	-.012	.171	.100	.408**	.290**	.238**									
Professional Writing	-.603**	.186*	.045	.179	.038	.376**	.262**	.197*	.599**								
Rhetoric	-.686**	.168	.154	.209*	.298**	.522**	.323**	.303**	.405**	.323**							
Composition	-.608**	.259**	.043	.218*	.250**	.402**	.235*	.301**	.377**	.258**	.590**						
Journalism	-.381**	.069	.140	.264**	.181*	.192*	.314**	.340**	.161	.210*	.286**	.249**					
English Education	-.385**	.209*	.034	.211*	.059	.204*	.212*	.115	.221*	.237**	.073	.043	.183*				
Digital Rhetoric	-.521**	.204*	.199*	.175	.338**	.331**	.137	.233*	.295**	.267**	.432**	.411**	.163	.066			
Size of Institution	.315**	-.071	-.120	-.082	-.028	-.221*	-.360**	-.100	-.341**	-.259**	-.330**	-.222*	-.123	-.149	-.299**		
Type of institution	.365**	-.125	-.007	-.042	.152	-.211*	-.146	-.025	-.435**	-.318**	-.247**	-.139	-.092	-.266**	-.186*	.627**	

Table 7: The Spearman's Rho Correlation Coefficients are shown for the correlation analysis of the Survey Analysis data.

In addition to the binary data describing the presence or absence of various programs, a complexity value was calculated for each institution which is simply the number of programs that each English department houses as determined from each the Web Analysis and the Survey. The most compelling correlations between programs and overall complexity of the department as seen through the Web Analysis, summarized in Table 8, were with the existence of Literature, Creative Writing, Professional Writing, and English Education. The most significant correlations between department complexity and programs observed through the Survey, summarized in Table 9, were with Technical Writing, Professional Writing, Rhetoric, Composition, Linguistics, Creative Writing, and Digital Rhetoric.

Strong	Moderate	Weak
Literature	Creative Writing	Size of Institution
	Profession Writing	Type of Institution
	English Education	

Table 8: The notable correlations observed from the Web Analysis data between Department Complexity and other parameters are shown. The strength of the correlations are indicated by column.

Strong	Moderate	Weak
Technical Writing	Recent Changes	Size of Institution
Professional Writing	Linguistics	Planned Future Changes
Rhetoric	Creative Writing	Type of Institution
Composition	Digital Rhetoric	

Table 9: The notable correlations from the Survey data observed between Department Complexity and other parameters are shown. The strength of the correlations is indicated by column.

For each of these observed significant correlations, ANOVA analysis was performed, comparing the mean complexity of all institutions with and without particular programs. Tables 10 and 11 summarize the results of this analysis for the Web Analysis data and the Survey data respectively. For all analyses, the difference in complexity with and without each of these programs was statistically significant with p-values significantly less than 0.05, corroborating the findings of the correlation analysis. Also included in the table is the percent increase in complexity with the presence of the given program.

Additionally, an interaction analysis among these variables was performed and an interaction was observed for the Web Analysis complexity between Literature and Creative Writing and also between Professional Writing and Type of Institution. The results for these two pairs of interactions, shown in figure 11 and 12, demonstrate the implications of these interactions. Having Literature results in a modest increase in department complexity for institutions with Creative Writing, but results in a dramatically

Web Analysis Data

Department Attribute	Mean Complexity for Departments with Attribute	Mean Complexity for Departments without Attribute	Statistically Signficant Difference (p-value)	Percent Increase in Complexity with Attribute	Statistical Interactions between Attributes
Literature	3.08	1.19	Yes (3.4E-14)	159%	Yes (w/ CW)
Creative Writing	2.92	1.40	Yes (5.53E-9)	108%	Yes (w/ Lit.)
Professional Writing	4.00	1.84	Yes (3.32E-5)	117%	Yes (w/ Type)
English Education	3.00	1.46	Yes (9.84E-9)	105%	No
Institution Type	2.84 (Public)	1.63 (Private)	Yes (2.59E-5)	75%	Yes (w/ PW)

Table 10: The correlation analysis between department complexity and key department attributes from the Web Analysis data is shown. Specifically, the mean complexity value for all institutions with and without each attribute is indicated along with their statistical significance. The percent increase in department complexity when each attribute is present reveals which attributes are stronger indicators for more complex department.

Survey Data

Department Attribute	Mean Complexity for Departments with Attribute	Mean Complexity for Departments without Attribute	Statistically Signficant Difference (p-value)	Percent Increase in Complexity with Attribute	Statistical Interactions between Attributes
Technical Writing	9.66	7.05	Yes (3.27E-12)	37%	No
Professional Writing	9.27	5.83	Yes (1.61E-12)	59%	No
Rhetoric	9.71	5.15	Yes (2.15E-18)	88%	No
Composition	9.19	4.96	Yes (3.38E-15)	85%	No
Recent Changes	9.27	6.31	Yes (1.53E-06)	47%	No
Linguistics	10.61	6.20	Yes (1.12E-13)	71%	No
Creative Writing	8.05	4.00	Yes (1.16E-04)	101%	No
Digital Rhetoric	10.52	6.24	Yes (1.05E-09)	69%	No
Institution Type	8.75 (Public)	6.43 (Private)	Yes (1.12E-04)	36%	No
Future Changes	8.88	6.90	Yes (8.35E-03)	29%	No

Table 11: The correlation analysis between department complexity and key department attributes from the Survey data is shown. Specifically, the mean complexity value for all institutions with and without each attribute is indicated along with their statistical significance. The percent increase in department complexity when each attribute is present reveals which attributes are stronger indicators for more complex department.

higher increase in department complexity for institutions without Creative Writing. Likewise, among institutions without Professional Writing, department complexity is modestly higher for Public institutions than their Private counterparts. However, among institutions with Professional Writing, Public institutions are significantly more complex than their Private counterparts. The lack of connection or implication of Rhetoric-Composition in this statistical data is surprising.

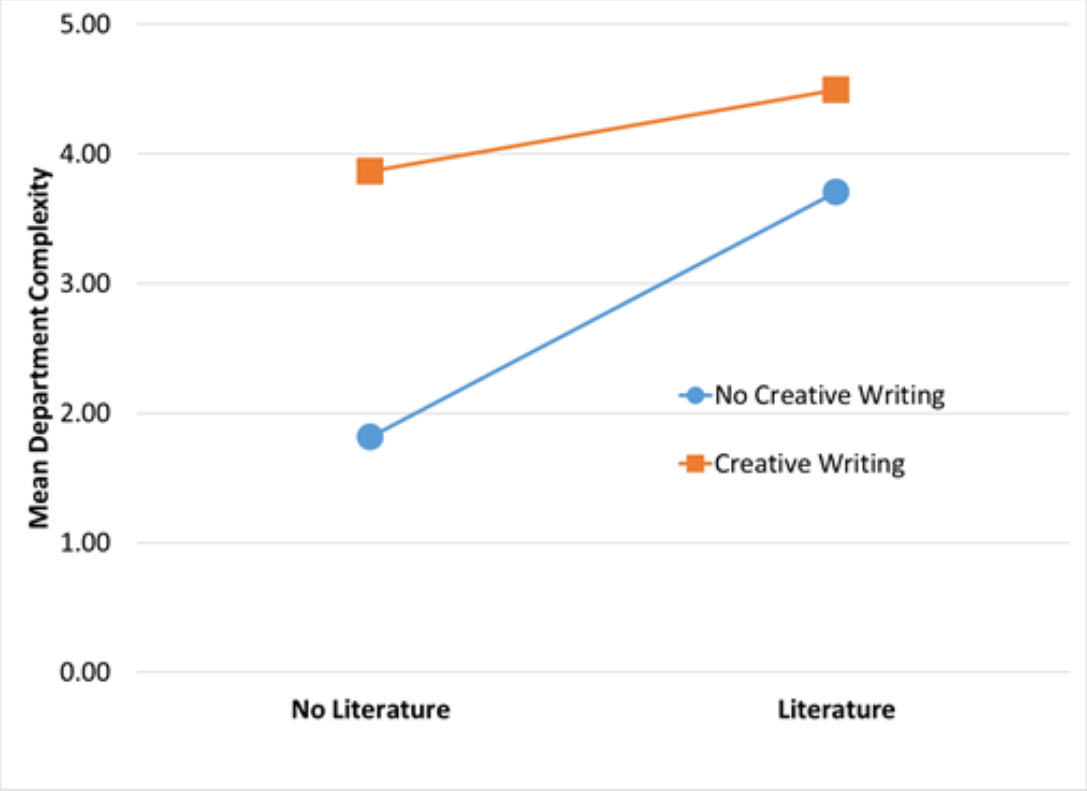

Figure 11: To illustrate the statistical interaction between Literature and Creative Writing, the mean department complexities are shown for institutions with Literature and Creative Writing, with Literature and without Creative Writing, without Literature and with Creative Writing, and without Literature and Creative Writing.

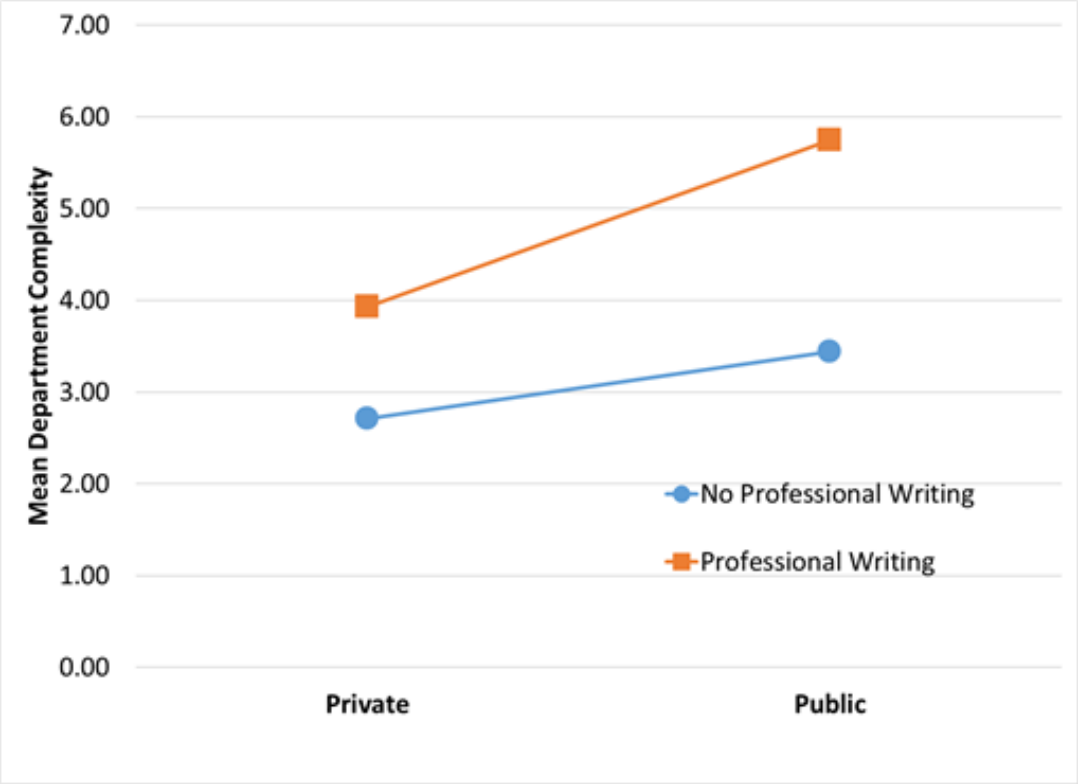

Figure 12: To illustrate the statistical interaction between Professional Writing and Institution Type, the mean department complexities are shown for Private institutions with and without Professional Writing, and Public institutions with and without Professional Writing.

Question Two: Trends and Reform

The second research question of this study is: *Do these current structures suggest trends and/or areas of reform in United States English Departments of Higher Education?* I observed online a few programs promoting "New" programs such as Creative Writing, Cultural Studies, and Pre-Law, but how new are these, and what are the future "new" programs in the making? These questions affirmed the need for the second phase of the study and helped guide me in designing the survey distributed during January 2016.

To ascertain current trends and reform in the English department, I asked 4 open-ended questions. I did not want to limit the options or lead the respondents to

certain responses either of types of changes or reasons for these changes. As discussed in Chapter Three, the answers were collected, processed, and coded for themes that emerged from the data. I want to first discuss the types of changes, past and future hopes, and then the reasoning noted for these changes.

The first set of questions followed a dichotomous question asking: “This study is looking at various structures of English Departments. Has your department changed its structure in the past ten years (e.g. moving programs in/out, merging/separating from other departments)?”

1. What structural changes have been made?

2. Why were these changes made?

The second set was framed by: “Is the department considering structural changes such as adding or eliminating programs, or moving programs (including the writing program) into or outside of the department, etc.”

3. What changes are being considered?

4. Why are these changes under consideration?

The first question in this series simply asked: “This study is looking at various structures of English Departments. Has your department changed its structure in the past ten years?” Forty-Seven percent responded that they had made some form of structural change. The question followed with: “What structural changes have been made?” This open-ended question brought many responses. These responses were also reflective of the future changes being discussed; thus, I was able to use the same coding scheme. In Table 12 the past changes and future changes being discussed are represented.

Changes	Recent	Future
Separating Department	40%	9%
Joining other Disciplines	21%	6%
Revising Overall Curriculum	15%	11%
Terminate	10%	17%
Adding Major, Minor, Program	8%	51%
Shift away from General English	4%	3%
Shift to General English	2%	3%

Table 12: The percent of the types of recent and future program changes that were indicated by survey respondents regarding their departments are shown.

The follow-up question to changes, seeking to know why these changes were or will hopefully be made, was clearly a matter of the respondent's opinion. But, as noted before, many of the respondents have been affiliated with the department for many years. Both recent and future reasons for change also presented a similar pattern and were able to be coded the same (see table 13 below).

Reason for Changes	Recent	Future
Administration	27%	13%
Student	22%	38%
Financial	14%	7%
Faculty	13%	11%
Outside Factors	6%	2%
Growth	6%	7%
Recruiting	6%	11%
Unsure	3%	0%
Enrollment Decline	2%	7%
Discipline	0%	4%

Table 13: The percent of the reasons given for recent and future program changes indicated by survey respondents are shown.

I did not want to focus only on what had recently changed but also what future changes were being discussed. I was uncertain how respondents would answer,

whether they would be detailed, but it was clear that plans were being discussed and some already in process. I chose to use the same coding as I did for past changes. As seen in Table 10, 51% are discussing plans to add a discipline/major/minor in some form. This is in direct contrast to what is noted as changes over the past 10 years—only 3 noted additions. Also in contrast are the structural changes in the plans. This may be that many who responded have already made major changes. This could also be more likely because changes (correlated with administrative and financial reasoning) are often not planned by the faculty. Here it is clear the faculty are more focused on programming and not necessarily structural changes.

Another interesting note is the 17.1% who planned to terminate a discipline or program. The two most highly noted are professional writing and linguistics. In contrast, creative writing is the most mentioned discipline departments are looking to add (followed by rhetoric).

I also used the same coding for reasoning for future changes as I did past changes. Interestingly, none were unsure. They had clear reasoning for what was being considered, and 37.8% of the planning is student driven, only 13.3% administrative (see Table 11).

Trends and Reform

The focus of this second phase is on elucidating the current trends in English Departments and, I suggest, English Studies in general throughout U.S. Higher Education. Those participating in the survey are leaders who have been involved in these departments for many years. Their candid responses as to what has changed and why provide more than a simple assumption that those of us in English Studies often

make: many of the departmental changes made in English Departments are made for reasons other than what is best for students reflected in responses showing uncertainty in rationale and outright frustration as to the impact choices had on students. These changes are often for reasons questioned, not understood, and often not planned. These changes are often driven by administration, and yet, professors continue to plan for what will make an impact for the students, the faculty and the disciplines as a whole.

I would like to discuss three themes that emerged in these responses in contrast to the observations I made in the website analysis. The first is the differing visions between administration and faculty. The second, the role of Rhetoric-Composition in the English Department, and lastly, the fracturing of Writing Studies.

Administration versus Faculty Vision

The reasoning for change or possible change in higher education can vary. As discussed in the literature review, many institutions, especially small private not for profit institutions, have been part of program reviews prompted by the current economic state of higher education. Many public schools have also been encouraged to make adjustments in reaction to the current economy. These needs have filtered down to the departments at institutions involved in this study. Consequently, many of the changes are not seen as a broader need by the faculty, but more a result of the administration's drive and economic concerns.

Respondents who mentioned financial reasoning for past change associated these changes with the administration: "insufficient enrollment, budget, organizational schemes;" "To save money since now we have no chairs and members of the dept. do the work of the chair with the help of an associate dean of humanities," and "We lost the

TA lines that supported the MFA program.” Yet, others noted an “Administrative desire to balance the size of departments”, and “Administrative convenience.” One respondent was frank enough to write the “Dean wanted a legacy.”

Many noted departmental changes as a result of division restructuring. Much of these changes did not note direct prompting from administration, but it is implied:

- Because the department was Communication Arts for a few years when the initial change was made. When Humanities separated, only literature went with it.
- Divisions restructured to become Departments
- I'm not entirely sure, but I think it had to do, initially, with trying to consolidate Communications with other related fields that had a stronger technology emphasis and partly to give a newly formed School more to do. I'm not sure why they were then later moved back to our department. (As noted above, my "department" is not an English Department but a Department of Arts and Humanities).
- The English program was more compatible with other programs in the Humanities.
- Physical changes to university, revenue sharing potential
- Larger university wide reorganization; English went into School of Humanities and Communications went into School of Design
- The University dropped secondary education programs as an undergraduate program this year. Now it is proposing a 5-year program with possible certification and masters'

- The Dean of our College of Arts and Sciences sought to bring English and Math together around the common issue of remediation needs
- Film Studies has become very large and may want to leave English. However, the current economic situation does not favor the separation.

Though most changes over the past 10 years were attributed to financial needs and administration, 10% were noted as faculty prompted. The reasoning for faculty change varied including a need for professional identity, a shift in faculty interest and specialization, and a desire “to extend across disciplinary boundaries.” One noted that “Ultimately, our goal is to increase the number of majors and give faculty opportunities to teach in all of their areas of interest, not just their areas of specialization, and to collaborate on interdisciplinary work (like Print & Material Culture Studies, or Environmental Humanities).”

Other changes look to be a direct response to student want or need. A few respondents noted that **“**Most students simply took the basic English major, and these specific tracks under-enrolled. We were concerned that having too many tracks/concentrations on the books might scare students away or confuse them;” whereas others shared a shift from a general focus to tracks/concentrations to provide more interest in their program. One noted that their “previous major had been in place since the 1970s.”

To understand current trends, it was necessary to not just ask about past changes but also ask about changes that are being considered within the department. Granted, these may not come to fruition, but they are a good indicator of conversations at the department level. Where most changes that had happened in the past ten years

were structural (seen prompted by administration), the majority of changes being considered are programming related—adding, dropping or revising what exists. Future changes being discussed had a lot less to do with systemic changes or changes prompted by administration. Respondents weighed future changes more on faculty and student needs and desires. It is interesting to note that changes that have happened in the past 10 years are more administrative driven while the ones yet to happen are faculty and/or student driven.

One discussion point is the termination of programming. Programs being considered for termination include: German, Philosophy, Journalism, English Education, and Developmental Writing. Others were not specifically named, for example, “Dropping certain areas of expertise.” In contrast more respondents spoke of adding programs/disciplines in the upcoming years. The most noted is Creative Writing followed closely by digital humanities, and rhetoric. One respondent noted:

> We are considering a re-structuring of the major, but we are in the early stages. We've also recently made our Journalism minor more inter-disciplinary with the Communication Department, and there's some discussion about launching a Journalism major. We've got a Digital Humanities minor in the works -- but it won't be housed "inside" the English Department -- it too will be more interdisciplinary. And we're considering a minor in visual/digital rhetorics.

Many voiced ideas that reflected uncertainty about what they could sustain and what would be most suited: “We house 4 majors: Literature, Language Arts Education, Professional Writing, and Creative Writing. We are discussing whether or not we can sustain four majors since our enrollments have dropped.” Yet, others want to enhance

the student experience but struggle with the design of the program itself: “We are considering changing and/or eliminating requirements in order to make English a part of more students' experiences. Essentially, there is great discomfort with the disciplinary model of the curriculum.”

Other reasons influenced by student need included “to serve student needs more effectively and to boost enrollments in literature classes,” “to attract students to the major,” and “to better serve our students in terms of graduate school placement.” Others noted the lack of student interest in certain programs, and one honestly wrote: “The degree was poorly constructed, does not serve the population it was intended to, and severely delays time to graduation for our students.”

The respondents also shared faculty desires for change that stemmed from faculty interest. The qualifications and specialization interests of faculty was noted several times including the change in personnel at the institution. One noted “both Rhetoric and CW are departmental strengths that we hope to capitalize on.” Once again, the focus of the majority of the faculty surveyed regarding future changes was student driven and program driven rather than merely financial.

Faculty note the need for change and vision for English Studies as well as the department. One program noted that “the same course taught by two different departments has generated confusion;” another “We are very much trying to keep our curriculum up-to-date and relevant for our students.” Many noted the need to stay relevant to what current students need and faculty are ready to teach: **“**We feel the English major is evolving and want to reflect the current state of English studies.”

What is the current state of English Studies? Where does it sit in the current state of higher education in America? This question guides the concluding discussion of this project. The prior discussion has created a picture of the current English Departments in America and the lack of cohesion and certainty as to what defines this structure, but what is the impact of the lack of cohesion and certainty? To address these question, my conclusion will focus on my final research question: What can Rhetoric-Composition as a discipline and Writing Programs often housed in English Departments learn from these current trends?

Chapter Five: Conclusion

"The English Department has seen an inarguable decline in raw numbers of students and majors that has been relentless over the last 30 years. Allegiance to a model of disciplinary education is serving neither the department nor students. To quote Bill Clinton, 'It is math.'"

--Survey Respondent

This project began with my desire to create a context for Writing Program and Rhetoric-Composition narratives. It was my hope that departments and scholars seeking to better understand their own history and current narrative, could situate these with a current picture of English Departments and English Studies in general. I posed three questions:

1. What are the various structures of English Departments in U.S. Higher Education, and what English Studies' disciplines are housed inside and outside these structures?
2. Do these current structures suggest trends and/or areas of reform in U.S. English Departments of Higher Education?
3. What can Rhetoric-Composition as a discipline and Writing Programs often housed in English Departments learn from these current trends?

When I began this research, I was eager to identify general structures of English Departments so that not only I could see variations, but so that English Departments as well as administrators working through program reviews could also. This sequential mixed methods study included a website analysis of 283 "English" departments and a survey to an administrator in each of these 283 departments with a 43% response rate. The prior chapter presented the data gathered in both phases. In this concluding chapter I will discuss the findings and key observations in relation to English Studies,

English Departments, and Rhetoric-Composition scholars. I will then discuss the implications of these findings on Rhetoric-Composition as a discipline, and finally challenge Rhetoric-Composition scholars to seek ways to speak into the evolution of English departments, and more importantly, English Studies.

Observation: What Belongs in English?

There is still an uncertainty as to what constitutes an English Department and falls under "English" as a discipline moniker. Not only do many institutions not utilize this name alone to define the location of English Studies, the consensus as to what is housed in this location varies. Each institution will adapt to local need and specializations of faculty. But, with this uncertainty there needs to be an attempt to define and respect those within the family of English Studies. Though Rhetoric-Composition has become a recognized discipline, she is still not always acknowledged by the entire family of English or English Studies.

In his 2013 NCTE call for proposals, Ernest Morrell, the then President of NCTE, entitled the conference call "(Re) Inventing the Future of English." His call was a rally cry suggesting that:

> We [NCTE] stand at a crossroads where we must simultaneously champion and transform the discipline of English in a rapidly changing world. How do we effectively entertain the external pushes from political, economic, technological, and cultural forces to fundamentally reconsider what and how we teach without compromising our commitments and our values? How do we juxtapose our traditional commitments to teaching the greatest works of literature in the English language with newer challenges to incorporate informational texts, participatory

> media technologies, popular culture, the teaching of research, and oral language development to name a few? Our generation of English teachers, as others before us, must reevaluate what we do, how we do it, and why it is all still necessary.

Morrell discusses choices of reading, of technology, cultural studies, research, but never once notes rhetoric or writing. Are these assumed members of this redefining? He suggests:

> Our central task is to ascertain what our students want and need from us in this rapidly changing world and what, from the discipline of English, makes the most sense to give them? There are questions of what (curriculum), how (pedagogy), and why (college access, jobs, civic engagement, personal emancipation, or creative production) that need to be continually asked and answered by English teachers across the pre-K–16 spectrum as we work together to understand our students, the changing nature of literacy, and the power of language in our moment in time.

Maybe I am to assume that "power of language" is synonymous with rhetoric and "research" writing; however, that's a stretch. The reality is that this evidences a clear favor of literature and cultural studies in redefining English at the national level, while, historically, we have struggled with English being synonymous with literature or Bizzell's desire to center English Studies within contact zones and cultural studies alone. Yet, backtracking continues, and the use of the term Rhetoric in English is still unpalatable. Literature, according to this study, is still the defining discipline of English Departments followed closely by Creative Writing. Though many in the survey spoke of a desire to

see composition studies and rhetoric as part of their programming and department, this was not evident on websites. This desire, or confirmed respect, needs to be more than simply lip-service.

Observation: Fracturing of Writing Studies

It is not surprising to see uncertainty of writing as a discipline within English Departments. As my literature review shows, writing or composition as a discipline has always been both political and ambiguous. However, I was still surprised to read a survey response such as the following: “English faculty want to teach less writing.” Many English faculty have yet to embrace the correlation between reading and writing (Bazerman; Salvatori; Perl) or the importance of the study of writing. This respondent did not specify what type of writing, and that may be part of the greater uncertainty. The discipline of writing has fractured, and the respondents’ discussions of the future of their programs reflect this fracture—an uncertainty of what writing should be in an English Department.

Clearly most English Departments in this study recognize the value of Creative Writing. According to this study, it holds a distinct place in the majority of English departments and has even earned status as independent programming at some institutions. This may be a result of the many MFA programs I observed being promoted on websites (15 new programs at schools in the 3,000-5,000 size range). Six respondents also mentioned discussions of future graduate programs in Creative Writing. There is a demand.

Creative Writing is a contrast to Technical Writing or Technical Communication (which appears to be similar to Technical Writing but with a digital bent), and

Professional Writing. One respondent noted: “We have a master's in technical communication that is growing in size and prestige, and there appears to be demand regionally and nationally for this degree.” One respondent noted a “preliminary analysis of need for a Ph.D. in Technical and Scientific Communication,” and several suggested the addition of technical writing and or technical/professional writing tracks or minors. In this case, the term technical writing was valued more than professional writing. Only one institution noted a proposed major in Writing Studies and another “Adding more writing courses for a formal certificate program.”

Then there sits journalism, a discipline with ties to both Communication and English, and it appears that this discipline is evolving as the digital component shifts. Yet, still, the responses were split as to its health. One school noted:
“Our Journalism mostly emphasized print and it was dying--the last year it was here it had 1 major. When we studied other programs, most schools had moved the program to a Communication School or Department. We did that and the new program emphasizes digital publication. They are doing better.” Another institution “just added Digital Journalism as a Multidisciplinary Studies Program as well as Sports Journalism,” and another had just created a Journalism Minor within the department. This discussion of journalism is of programs rooted in English. Many respondents referenced an interdisciplinary relationship between Journalism and the Communication department.

However, it wasn’t just journalism being discussed in relation to the Communication department. Programs also noted a past move or discussion of moving writing into the Communication Department: “The CW students needed more faculty and the students from all areas of the school needed better writing instruction that the lit

faculty could not provide." Another institution shared: "First-Year Writing (Freshman Composition) has been split between English and Communication for the past five or six years. Our first-year composition course, Introduction to College Writing, is scheduled to return exclusively to the English Department beginning fall 2016." This is a great example of the wavering role of writing not only in the English Department but the institution as well.

Observation: Context of Change

Unfortunately, respondents voiced their uncertainties as to why changes had been made. More than one noted that they were unsure of why changes had occurred and what, if any, the purpose was of these changes. One respondent simply wrote, "Your guess is as good as mine." Another noted that "The reason isn't as clear as we in the dept. would like; it may have been a cost-cutting measure." With faculty uncertain and most current changes within departments a result of administration, it may be difficult to implement change in English departments and certainly difficult to promote change that is faculty driven. This is even more so if Rhetoric-Composition does not have a firm understanding of her role in the broader context of English Studies to articulate this role to those making decisions.

The historical nature of disciplines and desire for specialization often leave many, as the earlier respondent noted "impervious to change." But in our current fractured state, change can be used to strengthen not only the identity of Rhetoric-Composition but the work that Rhetoric-Composition scholars do as educators, researchers, and administrators. Dennis Ciesieklski argues for a "whole" English professor—"one who is well-versed in both literary and composition theory" (126). He acknowledges that this

may be idealistic in today's specialized university, but recognizes that at many universities it is graduate students of not just composition and rhetoric teaching composition but also graduate students of literature (and I will add other areas of English Studies). Many of these graduate students are enculturated into the field of English Studies not merely as scholars but writing teachers as well—a "whole" English professor. It is at this point of entry that I argue Writing Program Administrators have the power to begin building bridges and changing the family of English Studies—one with a healthy respect for all members.

As discussed earlier, Paul Prior notes that this "disciplinary enculturation typically refers to the transmission of specialized knowledge and discourse to novices, these accounts support a view of enculturation as a continuous, heterogeneous process of becoming, the historical co-genesis of persons, artifacts, practices, institutions, and communities through everyday mediations of activity and agency" (244). But he goes on to suggest that "[d]isciplinary enculturation then refers not to voices being initiated, but to the continual processes whereby the ambiguous cast of relative newcomers and relative old-timers produce themselves, their practices, and their commonalities" (Prior 244). Once this enculturation begins, it continues. How we as scholars and colleagues choose to continue this "discipling" within English Studies creates the scholars/teachers of the future. If we choose to hold fast to discipline lines, forcing silos to be outlined further, then that is what the future scholars will learn. The reality is silos are prominent in the larger institutions, but one's ability to respect and even teach across silos is a draw to a small institution and often a necessity in today's educational market.

If Rhetoric-Composition scholars choose to define these lines with the intention of building interdisciplinary or cross-disciplinary, or even transdisciplinary opportunities, future scholars will be more apt to do the same. However, as Krishnan notes, “in order to be able to cross a boundary there need to be boundaries in the first place and one needs to know where these boundaries are (11). In his text *Writing in the Academic Disciplines, 1870-1990: A Curricular History,* David R. Russell argues that scholars need to acknowledge that distinctions do exist amongst disciplines, and it is our role as teachers and scholars to open our fields to scrutiny, allowing “disciplinary secrets” to be revealed to students. It is this sharing that can begin to identify lines, and allow bridges to be built across these lines. In truth, during the first phases of a graduate program, most, if not all, graduate students do not know where they will land. Whether they become administrators, creators, scholars, teachers, or all of the above at either a liberal arts college or larger university, how they see English Studies and the dynamics within the family of English Studies and English Departments has begun. Often it is the Writing Program Administrator who begins this education, this enculturation. It is here that a healthy respect can be taught for all English Studies’ disciplines.

Beyond identity, Rhetoric-Composition scholars have the opportunity to be a voice in our national organizations that represent the broader field of English Studies. It is financially difficult to attend conferences at the national level, so many choose to attend in their area of specialization. I want to encourage scholars of English Studies to attend, to speak into, and to write across disciplinary lines and broader encompassing organizations. Rhetoric-Composition scholars and WPAs need to be active members in NCTE, MLA, CEA, AWP, and administrative organizations where possible. We need to

speak into this continuing creation of English Studies and Rhetoric-Composition identity and value. We also need to be actively engaging administrators as to the role and value of Rhetoric-Composition in higher education. This cannot be a passive time of change; Rhetoric-Composition scholars must be agents who know who they are, why they belong, and how they can be of value not only in service but scholarship.

Observation: The Changing Role of Rhetoric-Composition

This study evidences a strong desire of survey respondents, active members of English Studies, to incorporate rhetoric into current English Departments with additional minors, creating interdisciplinary connections to communication departments, and recognizing that rhetoric and English "have strong ties" and rhetoric is an "underappreciated discipline in higher education." However, the study also reflects a disconnect between rhetoric and composition. Many respondents noted uncertainty as to where to locate writing instruction referencing its movement outside English Departments (not simply to independent programs but also Communication departments). However, there was still a value and clear purpose attached to composition/writing. Yet, in my online observations, marketing value was placed on literature and creative writing; I saw very little to no discussion of rhetoric. Writing Centers were noted on website pages often as a link of resource, but emphasis as a department was placed on creative writing. This lack of respect for both rhetoric and composition observed in online identity is concerning. This is a change that can be made to bring recognition and value beyond lip-service and discussing the possibility of future programming.

Edward A. Kearns in “Causes and Cures for Our Professional Schizophrenia” suggests that “English is the only department devoted to an art in which making the art plays second fiddle to talking about it; indeed, in which many members actually snub “the language arts,” and many of its self-styled critics avoid aesthetic judgment, “Quality,” and “taste.” In contrast he notes that “fine arts departments have their historians and theorists, performance and studio courses dominate their curricula, just as issues of aesthetics govern their professional routines. The departments respect their painters, directors, composers, and other makers, and think their primary task is to produce more of them. Things are different in English departments” (11). Kearns calls for a reuniting of emotion and intellect in English Studies—a move to the roots of “arts of language” taught by Aristotle. This study shows a value placed on the creative side of writing but less on the rhetoric and composition aspects. In order for a full uniting of emotion and intellect to occur, the field of Rhetoric-Composition needs to be an active participant in this movement. We need to make the craft and crafter seen as valuable as that which is crafted.

One way Rhetoric-Composition scholar/teachers can impact this change is curricular. This study showed a desire to revamp the current general English major—yet, there was no consensus as to how. Respondents on both sides are seeking to add concentrations and others to dismiss this approach. Revision is occurring in how English is studied in United States institutions. We, as Rhetoric-Composition teacher/scholars have the opportunity to speak into this revision. In *English Studies: An Introduction to the Disciplines* McComiskey, suggests that curriculum is one source of the contention in English Studies: “Most English departments structure their course

offerings and major requirements according to the 'coverage model,' which has been with English studies since its inception in the late nineteenth century. The coverage model suggests that students, in order to be fully educated, need to demonstrate familiarity with the whole spectrum of literature, from the major periods to the three genres to certain influential authors" within this spectrum of specializations which have been created. (26) This has continued outside literature into the fracture of writing studies. This has also created a form of disciplinary status: "disciplinary status means…that specialists in a certain period, genre, or author, for example, *practice their discipline differently* from other specialists, even within literary studies" (17). McComiskey suggests that this is not merely a question of the study of literature "but the very means of *producing* knowledge are different among specialists as well—they ask different questions, use different critical methodologies, and publish their research in different specialized forums, among other things" (17). He proposes an integration of English studies with a focus on "analysis, critique, and production of discourse in social context. And all of the various disciplines that make up English studies—linguistics and discourse analysis, rhetoric and composition, creative writing, literature and literary criticism, critical theory and cultural studies, and English education —contribute equally important functions toward accomplishing this goal. But there must be constant dialectical contact between the specialized disciplines and the larger project of English studies in order to curb further separation and divisiveness" (43).

In her 2017 CCCCs call, program chair Carolyn Calhoon-Dillahunt begins by noting the seven decades of accomplishments by the CCCC organization as a whole which has: "built a scholarly discipline, professionalized the teaching of writing, and

fought to ensure access and justice for students" and today still seeks to "continue to expand and deepen understandings of rhetoric and writing; transform literacy teaching and learning and foster the conditions in which it occurs; and engage rhetoric and writing for a range of purposes, including advocacy, both inside and outside of the academy." Yet in the midst of these accomplishments and current agenda, Calhoon-Dillahunt argues CCCCs is a "mature organization" which still "struggle[s] with identity and the messiness and dissonance inherent in democratic endeavors, and we face increasingly challenging even hostile, external environment for work we do."

In order to empower change, identity needs to be addressed, not simply in a vacuum but in the context of English Studies—whether scholars of Rhetoric-Composition exist inside or outside English Departments, and as noted in the introduction of this study most do exist within or work in relation to English Departments. It is this broader context and understanding that can empower Rhetoric-Composition scholars and WPAs to build bridges across our field of study and hopefully strengthen English Departments and family ties in the process.

As noted in the Phase One website analysis data, I observed little discussion of Rhetoric-Composition on English Department websites except for digital rhetoric. Less than 10 noted majors or minors in Rhetoric-Composition. Those that noted a writing major or minor that was not creative, professional, or technical utilized the term writing rather than composition. However, as noted above, many respondents in the survey claimed rhetoric as being held within their department, a total of 50%. Interestingly, students seeking programs in Rhetoric would not be drawn to many of these institutions based on the website identity. Yet, several noted a desire to build these programs in

order to boost enrollment. As shared above, one respondent sees their Creative Writing and Rhetoric as stellar programs to be capitalized on. I will add that this is one of the few programs that did discuss Rhetoric on the department website. Four institutions noted the desire to add a Rhetoric major or minor. Another boldly stated a desire to bring Rhetoric back to the English Department stating, “makes no sense to split English and Rhetoric at a small institution.”

Seldom did I observe composition and rhetoric linked together on English Department websites as it is in many Independent Rhetoric-Composition Programs and national organizations such as College Composition and Communication. There are public institutions that did have Rhetoric-Composition programs, but each of these were outside the English Department. Other institutions did have Writing Programs and Writing Centers both in and outside the English Department. These often had links on the department pages but were seldom part of the department conversation. Thus, there was more of a discussion of adding Rhetoric or working Rhetoric into the current curriculum than exists in a general English degree or concentration. The area of writing held less certainty.

Observation: Embracing Situational Uncertainty

The last implication of this study is the need for Rhetoric-Composition scholars to appreciate their situation in English Studies not just a department/institution or field of study. The uncertainty of what type of institution and the overall complexity of English Studies distribution at institutions in which they will teach or administer requires an adaptability and respect for the larger umbrella in which our discipline resides.

Rhetoric Review's 2008 Survey of Doctoral Programs in Rhetoric and Composition collected data from sixty-seven programs with PhDs offered in English with a concentration (39), Rhetoric and Composition (7), Technical/Professional Communication (5), English (4), Rhetoric (2), and Other (11) (Enos 7). Their study acknowledges growth as noted at the 2008 CCCC meeting of the Consortium of Doctoral Programs in Rhetoric and Composition: 78 programs were represented with 65 reporting in the 2000 study. Skeffington notes that "the discipline of rhetoric and composition, housed as it is in English departments (only eight of the current graduate programs are housed elsewhere), will continue to face tension between the pedagogical imperative and the urge for theoretical exploration" (65). The number of faculty in rhetoric and composition increased from 505 in 1999 to 546 in 2008. Programs report 205 Professors, 192 Associate Professors, and 122 Assistant Professors, suggesting that faculty are being promoted and tenured. The number of PhD candidates matriculating in rhetoric and composition PhD programs showed a slight decline in 2007 at 1,181 (1,276 matriculated in 1999; 1,173 in 1994).

According to Jillian K. Skeffington, in "Situating Ourselves: The Development of Doctoral Programs in Rhetoric and Composition," there is an increased presence of PhD programs in Rhetoric and Composition and with this "we need envision not only how we would reshape the discipline but also how a new institutional home or an undergraduate major might also shape us. Departments are often home to multiple majors, but developing a new program of study at the undergraduate major necessitates a rearticulation of how our research and teaching interact. Knowing where some of our values come from can help us decide whether to reinforce them or to move forward with

a new understanding of the discipline" (67). Her concern is for rhetoric and its possible loss in English Studies (Skeffington 65-66).

Skeffington suggestions that both Linguistics and cultural studies evidence "specific timeline and movements within English departments" that highlight the shifting of priorities in Rhetoric-Composition (66), which supports the findings of this study. Departments having linguistics were more likely to have Rhetoric-Composition housed within. This complexity note suggests either a connection or respect between these two disciplines of English Studies. Skeffington argues, "Composing is a rhetorical act, and rhetorical criticism and analysis have far wider applications into the institutional framework through first-year writing, which offers a critical stability that other subsets of English have not always had" (Skeffington 68). Yet, she concludes that

> As we work to create undergraduate majors in writing studies and independent writing programs, we need to be able to argue for the discipline not as a subset of English or a collection of binaries but as a consistent, developing, and discrete program of study. We need to know and understand our own center, regardless of the institutional spaces we occupy. We have done that with great success in our doctoral programs. We must apply the lessons learned over the last twenty-five years of doctoral program development to the next phase of our disciplinary expansion. (69)

The assumption here is that our future lies in creating undergraduate majors in writing studies, independent writing programs, and a defined center. I agree that a center is key, but this center needs not to be contextualized within an English Department, but within English Studies as Rhetoric is the link between each discipline in English Studies.

This study concludes with uncertainty, a clear identity for the discipline of Rhetoric-Composition but ambiguity as far as location. Scholars seeking to specialize in Rhetoric-Composition must be prepared for this ambiguity, be adaptable to new locations and phenomenological spaces, and various types of institutions, departments, and programs

Implications

First, there continues to be an uncertainty as to what belongs within the walls of an English department. This, according to my research, is distinguished by the structure of the institution as much as the local narrative. Second, the role or location of those in writing programs, writing centers, or other Rhetoric-Composition specialties can vary greatly which requires a knowledge of the complexity of English Studies and English department dynamics to not only work effectively in our field, but to adapt to different contexts and institutions. Las, the continued specialization in English Studies as well as writing studies will further fracture the discipline of Rhetoric-Composition and requires future scholars in Rhetoric-Composition a situated narrative within English Studies and not just departments/institutions. The future of rhetoric depends on it.

No matter the size or structural philosophy, each institution is impacted by the concept of specialization—the study or teaching of student and educator defined by focus within a discipline. Krishnan notes that the “term ‘discipline’ originates from the Latin words *discipulus*, which means pupil, and *disciplina*, which means teaching (noun)” (6). The defining of academic disciplines, and even the concept itself, has created debate among academics, but this defining is not new and can be traced back to the Ancient Greeks (Cohen and Lloyd 109). This is a shift from the classical worldview of the polis, an infusion of public and private lives to a Hellenistic worldview

that brought separation of private and public. This separation created an emphasis on the individual; hence a root of individual interest and specialization was born.

In 1984 Janice Lauer wrote "Composition Studies: Dappled Discipline," asking not only “What are the predominant features of any discipline?” but to what extent did Composition Studies at the time meet characteristics of a discipline. She suggested:

> At its deepest level, a discipline has a special set of phenomena to study, a characteristic mode or modes of inquiry, its own history of development, its theoretical ancestors and assumptions, its evolving body of knowledge, and its own epistemic courts by which knowledge gains that status. Its surface features include a particular departmental home, a characteristic ritual of academic preparation, and its own scholarly organizations and journals. Finally, permeating these features is a discipline's tone, the result of its evolution and the ways its scholars interact with one another and outsiders. We recognize a discipline not by each of these features taken singly but rather by their presence as a cluster. (20)

Lauer broadens the understanding of discipline beyond simply that which one teaches to where one is located, and with whom one interacts. These distinctions in structure and disciplines became clear when I was gathering data online and in comments made by respondents in the surveys. This is a distinction that impacts the system in which scholars of Rhetoric-Composition teach and administrate. It also impacts the trends at institutions.

In “The New U: Higher Education in the 21st Century,” published by the journal of The Association of United States College and University Administrators (AACUA) in

2015, Daniel Grassian, Vice President of Academic Affairs at United States Jewish University and Professor of Literature, Communication and Media, addresses the current state of Higher Education and speaks to his fellow administrators about not only the economic state but reaching the Millennial population. He encourages administrators to instead of:

> offering a degree in English, one could offer a degree in Professional Writing. Instead of offering a degree in Philosophy, can create a Pre-Law major or Philosophy with a concentration in Pre-Law. Or, keeping with Michael Crow's (the current President of Arizona State University) practices, one could create new interdisciplinary degrees with catchy titles like Entrepreneurship, Educational Leadership, and so on. As much as these new programs could suggest a watered down curriculum, a growing number of colleges and universities may feel like they have little choice. (151)

He argues that the modern university needs to evolve as "The challenges are real, and daunting. On average, university endowments are 30 percent smaller than they were at the beginning of the financial crisis [2007-2008], and the situation is much worse for many of the institutions whose budgets depend on state funds. Whether voluntarily or involuntarily, universities must reinvent themselves and at the same time respond to the most serious problems of the day" (151). He introduces many approaches to making strides to reform, but key is the need. He encourages administrators to not adopt "a corporate-like customer service attitude, but it does mean relinquishing the view that certain procedures, programs, and practices need to be continued because they are intrinsically valued or they are thought to have always been offered at a college or

university" (230). He likens the radical change needed to the change that occurred in the 18th and 19th centuries to the 20th, the changes discussed in Chapter two of this dissertation.

Grassion and the AACUA are not the only ones predicting a drastic change in higher education in the 21st century. The AASCU, United States Association of State Colleges and Universities, published what they consider to be "Top 10 Higher Education State Policy Issues for 2016." Prefacing this top ten, authors Thomas L. Harnisch and Kati Lebioda note that:

> higher education policy has emerged as a leading issue on the campaign trail. While higher education has traditionally received minimal attention, this race has witnessed sweeping proposals from the candidates aimed at increasing college affordability, restructuring federal student aid, and fostering innovation within higher education. Proposals include a wholesale re-evaluation and reform of existing policies affecting students, institutions, states, accreditors, and the federal government. In contrast to previous elections, presidential candidates have put forth specific plans to address the main driver of increasing tuition prices at public colleges and universities—state disinvestment—through federal policy. Regardless of the election's outcome, policymakers in Washington will continue to debate a "re-negotiated federalism" in United States higher education as a way to ensure student access to high-quality, affordable public college opportunities. (1)

The AASCU, focusing on state institutions, addresses various policy concerns assumed will impact the state institution including: affordability, degree production, free

community college, meeting state needs through higher education, and student loan assistance. In contrast, John Ebersole, President of Excelsior College updated his 2014 *Chronicle of Higher Education* observations with “Top 10 Issues & Trends Impacting Higher Education in 2016.” His focus is not policy, but policy often influences discussions of trends. His list is quite different than the AASCU, and reflects more of Grassian’s observations. It is Ebersole’s “new models of learning” and “new ‘judges’” that most connect with the context of this study. He suggests that **“**New models of learning” will emerge in 2018, many of which will be introduced from outside the university system and assessed by “new ‘judges,’” tools of assessment seeking to help reform institutions and disciplines within them.

As universities and academic programs experience pressure, whether internal or external, strategies for change will be developed and implemented. For the state institutions, which are externally controlled, the external pressures (desires of the public/politicians) have a great deal of influence in bringing about these changes. The public, desiring cheaper and more efficient degree options, will dramatically press state institutions to emphasize the more “professional” degrees at the expense of the more foundational disciplines like rhetoric. For private institutions, the external pressure is primarily market driven, as institutions compete for students and academic identity. Although, here the authority to guide the change is primarily internal, it is the same desires of the public that will tend to direct all institutions of higher education in the same direction: cheaper, more efficient, and more vocationally oriented programs.

It is in this climate that many institutions, especially the liberal arts institutions who are seeking to continue competing with research institutions, are feeling the

“pressure” to prioritize: “Small college provosts and business officers are urged to shun across-the-board cuts and instead reallocate money from weaker to stronger programs” (Lederman). Doug Lederman acknowledges that most colleges are “much more inclined to create programs than they are to kill them off, in the pursuit of expanding their reach and attracting new students.” This was clearly evidenced in this study by 51% of respondents who focused on adding programs in the next 5 years. However, Lederman discusses Robert C. Dickeson’s book *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. A quick search online will yield many colleges utilizing Dickerson’s work and incorporating his prioritization strategy. In his text, Dickeson addresses what he calls “program bloat” where addition of programing without cutting, or prioritizing, creates an “impoverishment for each” (qtd. in Lederman). His prioritization focuses on understanding:

1. History, development, and expectations for the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outputs
6. Size, scope, and productivity of program
7. Revenue and other resources generated by the program
8. Cost and other expenses related to the program
9. Impact, justification, and overall essentiality or value of the program – What happens if the program disappears, is cut back, is merged, etc.?
10. Opportunity analysis of the program – What is the future?

It is in this context—a call to administrators to not only reform but prioritize across the institutions, and a state of political transition that many are suggesting will have an impact on higher education—that I wish to situate my concluding thoughts.

The Current State of English Studies and English Departments in U.S. Higher Education in Relation to the Rhetoric-Composition Scholar

As stated above, there continues to be an uncertainty as to what belongs within the walls of an English department. This, according to my research, is distinguished by the structure of the institution as much as the local narrative. English Studies precedes the role of the English Department, and yet, it is the English Department that tends to get the focus of our national organizations and institutions. However, this has begun to shift in the Rhetoric-Composition community as many programs have created independent programs. Barry Maid has argued that Rhetoric-Composition scholars need to abandon our "psychological ties" to English departments (107), but does that mean Rhetoric-Composition scholars also abandon ties to English Studies? And, is this realistic considering the fact that the National Writing Program Census confirms that the majority of Rhetoric-Compositions scholars will be working in English departments ("WPA Census")?

Rhetoric-Composition has a unique political intersection between a field of study, a department structure, and a larger collection of disciplines that acts as an umbrella for our scholarship. For the liberal arts institutions in this study, an independent writing program is unlikely and for some a defined English department is as well. A tie to English Studies, a context beyond one's specialization, is necessary.

A closer look at the breakdown of the academic workforce in English exemplifies this need for family ties beyond our department. "Education in the Balance: A Report on the Academic Workforce in English" reported a distribution of faculty members employed in U.S. English 2003-04 as 23,611 employed at Doctoral/Research and

Master's supporting institutions with 47,000 employed at Baccalaureate and Associate's degree institutions (MLA 25). However, according to "The Rhetoric Review Survey of Doctoral Programs in Rhetoric and Composition," the 2005-06 job placement of PhD candidates from Rhetoric-Composition programs reported 153 placed in graduate supporting institutions and 76 placed in four-year liberal arts and two-year colleges (Enos). Of these 229 placements, 67 were noted as teaching with an emphasis in rhetoric and composition, 64 with Research with teaching in emphasis in rhetoric and composition, 54 writing program administration, 25 teaching across emphasis (rhetoric, composition, literacy studies, etc.), 7 writing center administration, 3 teaching outside of English studies, 1 consulting (Enos). These numbers of the full field of English in contrast to Rhetoric-Composition leads me to conclude that more English positions exist outside the research institutions, but more research institutions attract or hire the Rhetoric-Composition PhD. However, my study showed a desire for smaller, non-research institutions to develop or add Rhetoric to programming.

The current state of education in the U.S. is impacting structure trends and disciplines being offered both inside and outside of English Departments. Despite the wide variety of structures, change is occurring across the board. Though faculty want to see additions in programming, to validate the interests/specialties of faculty and needs/wants of students, they are faced with constraints that are driving the change.

According to English Department Chairs and/or Deans responding to this study survey, changes have been made or need to be made due to both enrollment and financial issues: "Our enrollments have dropped 63% since the recession. In some majors, it's becoming difficult to have enough enrollments to run the full major

curriculum” and “Steady decline of enrollment; erosion of program's academic integrity and faculty support; shift in priorities toward undergraduate programs and initiatives” prompted change. These two survey responses reflect a broader response of many who note feeling financial pressure to make decisions. This reflects the current state of Higher Education discussed earlier. Other respondents note an internal desire for change within the English Department: “In a department of our size and funding and given the different areas of study in ‘English’ in the last 25 years, we can't cover all the areas we have previously done.” Another wrote “Statistical measures indicate that the program has been entirely ineffective at helping students persist to graduation. Full-time faculty teaching in the program have been impervious to changes in the discipline which would make improvements possible.” There is a tension between the need to make changes in and a desire to change. Yet, according to this study, change is happening and will continue to happen. The question is whether Rhetoric-Composition scholars and Writing Program Administrators will choose to be passive participants or active agents of change.

Call to Action

The results and implications of this study articulate a clear call to the Rhetoric-Composition scholars and Writing Program Administrators to be proactive in defining their current identity, appreciating the variations of situatedness in our field, and helping to shape the broader family of English Studies which will impact English departments. Identity plays a role not only in the local institution but in the broader U.S. context. It is this context that shapes the variations and frames the understanding of the family of English Studies. To speak into the identity and broader family English Studies is the

hope for building respect and appreciation for the call of a Rhetoric-Composition scholar.

Future Research

This study provided a glimpse of the current picture of English Studies within English Departments. With further time and funding, I would like to pursue opportunities to observe various English Departments and the manner in which they seek to define who they are and how they identify this knowledge online, within their department walls, and at their institution. I would also like to observe how Rhetoric-Composition scholars' roles vary at different institutions and within different programs (independent and not)—especially variations between the liberal arts institutions and research institutions. As a Rhetoric-Composition Scholar, I think it is important, and confirmed in this study, the need to seek opportunities to build bridges amongst English Studies not only in our local contexts but nationally by seeking ways to speak into the ever-changing landscape of English Studies and English Department.

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Appendix A: Survey

The purpose of this study is to develop a current structural picture of United States English Studies and to observe any trends in structures or reforms of English Departments of Higher Education. This will help to better situate the developing narratives of rhetoric-composition and Writing Programs.

I, a PhD student in Rhetoric and Composition at Ball State University, have completed a website analysis of English Studies at institutions across the nation including yours. I would like to ask follow-up questions to validate information observed on-line as well as to create a more thorough picture of current department trends (including combined departments or the lack of English Departments at many institutions). This survey is voluntary, and you are welcome to exit at any time without prejudice from me or my advisor.

Though the data collected is university specific and I ask for your institution name, I will not be using the names of universities or survey respondents in the dissertation work and possible publications. I will use this to correlate the website and survey study. Data will be saved for five years in my locked office and will be coded by institution structure and size, not by name. The initial data with institution name (stored in locked office) will be shredded/deleted once coding is created.

I thank you for your time and would welcome any questions you may have concerning the survey or study in general. I, Carie King, can be contacted by email at caking2@bsu.edu. You may also contact my advisor, Dr. Mike Donnelly of Ball State University at bsumddonnelly@gmail.com.

Research at the Ball State University involving human participants is carried out under the oversight of the Institutional Review Board (BSU IRB). For information about the rights of people who take part in research, please contact: Office of Research Integrity, Ball State University, Muncie, IN 47306, 765-285-5070 orirb@bsu.edu.

Thank you,

Carie King
PhD Candidate
Ball State University

I agree to be a participant in this study:

- ○ Yes
- ○ No

The name of your institution:

1	QID21	1|2|7|4|6	MC	SAVR	TX

Who is responsible for the updating of your department website page?

- ○ I am
- ○ Another faculty member in our department
- ○ The department administrative assistant
- ○ An individual at the institution outside our department
- ○ Other

In your opinion, does your department website page:

- ○ represent your department identity well.
- ○ not represent your department identity.
- ○ I am not sure if the website represents our department identity.

YToxOntzOjg6IlF9	1	QID24	1|2	MC	SAVR
TX					

Does your Institution have an English Department or Department with an English Studies focus (may be combined with Communications, Theater, or other disciplines).

- ○ Yes
- ○ No

YToxOntzOjg6IlF9	1	QID25		TE	ML

In what department/division are English Studies Disciplines (Literature, Writing, etc.) taught at your institution?

1	QID26		TE	ML	

Your role in this department/division:

1	QID18	1|2|3|4	MC	SAVR	TX

Your role in the English Department:

- ○ Chair
- ○ Dean
- ○ Professor
- ○ Other

YToxOntzOjg6IlF9	1	QID11	1|2|3|4|5|6	MC	SAVR
TX					

How many years have you been affiliated with this department?

- ○ 0-5
- ○ 6-10
- ○ 11-15
- ○ 16-20
- ○ 21-30
- ○ Over 30

YToxOntzOjg6IlF9	1	QID20	1|2|3|4|5|6|7|8|9|11	1|2|3	Matrix
Likert	SingleAnswer				

What current programs of English Studies does your institution support, and are these located in/out of the English Department?

What current programs of English Studies does your institution support, and are these located in/out of the English Department?

	In the English Department	Outside the English Department	Do not currently support
Literature	Literature In the English Department	Literature Outside the English Department	Literature Do not currently support
Comparative Literature	Comparative Literature In the English Department	Comparative Literature Outside the English Department	Comparative Literature Do not currently support
Linguistics	Linguistics In the English Department	Linguistics Outside the English Department	Linguistics Do not currently support
TESOL	TESOL In the English Department	TESOL Outside the English Department	TESOL Do not currently support
Creative Writing	Creative Writing In the English Department	Creative Writing Outside the English Department	Creative Writing Do not currently support
Technical Writing	Technical Writing In the English Department	Technical Writing Outside the English Department	Technical Writing Do not currently support
Professional Writing	Professional Writing In the English Department	Professional Writing Outside the English Department	Professional Writing Do not currently support
Rhetoric	Rhetoric In the English Department	Rhetoric Outside the English Department	Rhetoric Do not currently support
Composition Studies	Composition Studies In the English Department	Composition Studies Outside the English Department	Composition Studies Do not currently support
Journalism	Journalism In the English Department	Journalism Outside the English Department	Journalism Do not currently support
English Education	English Education In the English Department	English Education Outside the English Department	English Education Do not currently support
Digital Rhetoric	Digital Rhetoric In the English Department	Digital Rhetoric Outside the English Department	Digital Rhetoric Do not currently support

1	QID12	1|2	MC	SAVR	TX

Has the department added any majors or minors in the past 5 years?

- Yes
- No YToxOntzOjg6IlFS QID13#4 1|2|3|4|8|9|10|11|5 Matrix Likert SingleAnswer 1

If yes, what has been added?

This study is looking at various structures of English Departments. Has your department changed its structure in the past ten years (e.g. moving programs in/out, merging/separating from other departments)?

- Yes
- No YToxOntzOjc6IlFS 1 QID5 TE ESTB

What structural changes have been made? 1 QID6 TE ESTB

Why were these changes made?

Is the department considering structural changes such as adding or eliminating programs, or moving programs (including the writing program) into or outside of the department, etc.

- Yes
- No YToxOntzOjc6IlFS 1 QID8 ESTB

What changes are being considered? 1 QID9 TE ESTB

Why are these changes under consideration? 1 QID15 TE SL

Thank you for your time and input. If you would be willing to be contacted with follow-up questions, please provide your email below.

Appendix B: Recruiting Email

Subject: English Studies National Survey

Dear Dr. ,

In an effort to develop a current structural picture of United States English Studies programs and to observe any trends in structures or reforms of English Departments of Higher Education, I am conducting an analysis of English department structures. Your university is part of my random sampling, and I would appreciate your input in this process.

This survey asks questions relating to your department structure, what is framed in and outside of the department, and the impact of this structure. I estimate that this survey will take you approximately 10 minutes.

Please follow the link below:

I would appreciate your response by January 20. Your input is important to this study and will be matched with the analysis of your website. However, I will also be making general observations on a national scale which will allow me to refer to school structures and regions. I will not use your name or institution name in the study findings.

I thank you for your time and would welcome any questions you may have concerning the survey or study in general. I can be contacted by email at caking2@bsu.edu. You may also contact my advisor, Dr. Mike Donnelly of Ball State University at bsumddonnelly@gmail.com.

Thank you for your time,

Carie King
PhD Student
Ball State University
Muncie, Indiana
765-667-4546
caking2@bsu.edu

Appendix C: Reminder Email

Subject: English Studies National Survey

Dear Dr. ,

Recently you received an email asking for your participation in a survey concerning English Department structures. If you have completed this survey, thank you! If you have not had a chance to take the survey yet, I would appreciate your participation by following the link below:

This survey asks questions relating to your department structure, what is framed in and outside of the department, and the impact of this structure. I estimate that this survey will take you approximately 10 minutes.

Thank you for your time,

Carie King
PhD Student
Ball State University
Muncie, Indiana
765-667-4546
caking2@bsu.edu

Previous Email:

In an effort to develop a current structural picture of United States English Studies programs and to observe any trends in structures or reforms of English Departments of Higher Education, I am conducting an analysis of English department structures. Your university is part of my random sampling, and I would appreciate your input in this process.

This survey asks questions relating to your department structure, what is framed in and outside of the department, and the impact of this structure. I estimate that this survey will take you approximately 10 minutes.

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I thank you for your time and would welcome any questions you may have concerning the survey or study in general. I can be contacted by email at caking2@bsu.edu. You may also contact my advisor, Dr. Mike Donnelly of Ball State University at bsumddonnelly@gmail.com.